

The BUSINESS EDUCATION World

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**NUMBERED
POINTS**

Is Word Frequency Misused?

*A Discussion of the Use and Abuse of Word-Frequency Count
in the Selection and Construction of Shorthand Practice Material*

CLYDE W. HUMPHREY

WORD-FREQUENCY lists can be of real value in the selection of shorthand practice material, provided they are used under the guidance of people who are familiar with, and aware of, the merits and the pitfalls inherent in the use of such lists. On the other hand, word-frequency lists can be as harmful in the selection of shorthand practice material as they were formerly helpful. In this, as in many other areas of educational research, "a little learning is a dangerous thing."

Much of the misuse of word-frequency counts is attributable to two factors. One is the idea that the vocabulary of the "average" person is very small; the other is the failure to realize the full significance of James A. Murray's remark, approvingly quoted by Horn,¹ "The circle of the English language has a well-defined center but no discernible circumference."

The oft-repeated statement that the vocabulary of the "average" adult contained from 100 to 1,000 words went unchallenged for many years, although even the most primitive type of research would have proved the fallacy of such a statement. More realistic fig-

ures, based on research, have indicated that the original figure was a fantastic underestimate, although one might hesitate offhand to accept Hartmann's² statement that the "average" college undergraduate has a vocabulary in excess of 200,000 words. Undoubtedly, however, Hartmann's estimate is about as nearly correct as the obviously fallacious 500-word vocabulary estimate.

Failure to realize the literal and statistical truth of Murray's statement quoted above is indicated by the emphasis often placed by shorthand teachers on the first 5,000 words or the first 3,000 words of some word-frequency count. The "well-defined center" mentioned by Murray is but a mere pinpoint compared with the tremendous area of even limited segments of the English language. In a word-frequency count, the value of the words shelves off very rapidly so that after the first few hundred words in order of frequency there is little choice between one word and another so far as frequency is concerned. This is well demonstrated in the table (shown on page 468)

¹Ernest Horn, *A Basic Writing Vocabulary*. University of Iowa Monographs in Education, First Series, No. 4, Iowa City, 1926. p. 186.
²George W. Hartmann, "A Critique of the Common Method of Estimating Vocabulary Size, Together With Some Data on the Absolute Word Knowledge of Educated Adults," *The Journal of Educational Psychology*, XXXII:3, May 1941, p. 357.

that was presented by Leslie³ based on the Horn-Peterson Vocabulary⁴.

The Horn-Peterson list is based on a count of 1,436,223 running words of business-letter material. The first 25 words in order of frequency, as shown in Leslie's table, account for 373,423 running words or 26 per cent of the entire number of running words.

The first 100 words in order of frequency represent 606,103 running words or 42.20 per cent of all the running words, but the group of 25 words that is fourth in the order of frequency represents only 56,018 or 3.90 per cent of the running words.

Thus, the first 25 words in order of frequency represent 26 per cent of the running words, whereas the fourth group of 25 words represents only 3.90 per cent.

Although the first 100 words in order of frequency account for 42.20 per cent of the running words, the second 100 represent only 8.92 per cent and the fifth 100 only 2.64 per cent. The tenth 100 (the last 100 in the first 1,000 commonest words) adds 0.96 per cent of the running words.

The table shows that the second group of 25 commonest words represents almost as many running words as the second, third, fourth, and fifth thousands added together. From these figures it may be seen that intensive effort on any group of words past the first few hundred is altogether misplaced because each additional hundred adds a relatively small percentage of the running words.

The Horn-Peterson Study found 14,834 different words (excluding proper names) in 1,436,223 running words of business letters. There were 4,217 words that occurred only once and 1,772 that occurred only twice. Thus, 5,989 words, approximately 40 per cent of all the different words written, occurred only once or twice.

In his charts, Leslie⁵ shows that normal running business-letter material will usually include some words beyond even so comprehensive a list as the Horn-Peterson *Basic Vocabulary*.

³ Louis A. Leslie, "Basic Shorthand Vocabularies Compared," *The Business Education World*, XXV:4, December 1944, p. 182.

⁴ Ernest Horn and Thelma Peterson, *Basic Vocabulary of Business Letters*. The Gregg Publishing Company, New York, 1943.

⁵ Louis A. Leslie, "Shorthand Tests and Measurements—Word Frequency Analysis," *The Gregg News Letter*, January 1944, p. 268-277.

NUMBER OF RUNNING WORDS REPRESENTED
VARIOUS FREQUENCY GROUPS IN THE HORN-
PETERSON BUSINESS-LETTER FREQUENCY LIST

Frequency Group	Number of Running Words Represented
First 25	373,423
Second 25	105,385
Third 25	71,277
Fourth 25	56,018
First 100	606,103
First 500	898,676
First 1,000	1,000,329
Second 1,000	77,043
Third 1,000	30,712
Fourth 1,000	15,446
Fifth 1,000	9,534
Total first 5,000	1,133,064

ulary of Business Letters, which contains 14,834 different words. Even so small a sample as the 300 words contained in a 60-word minute speed test included the word *master*, which does not appear in the Horn-Peterson list.

With this brief and incomplete consideration of some of the factors involved in the use of word-frequency counts, it is possible to proceed to a statement of the value of these counts in the selection of shorthand practice material.

The real lesson that we as shorthand teachers get from the word-frequency count is that students must learn to write the English language in shorthand rather than to write shorthand outlines for a predetermined number of frequently occurring words. The objective of shorthand instruction is not the ability to write by rote the few hundred or even the first thousand commonest words; it is the ability to readily to construct legible outlines for groups of numbers of infrequently recurring words.

When the shorthand student's time is spent on special practice restricted to even the second and third thousand commonest words, he is being deprived of the opportunity to become accustomed to the ready construction of outlines for words he has never seen. Inasmuch as the objective of teaching shorthand is that training students to take dictation of "run-the-mill" English, that is the kind of dictation practice material they should have. The important function of the word-frequency count

in the selection of shorthand practice material is that of serving as a guide to insure that the material represents commonly spoken English.

The frequency count may be used as a test to determine approximately the percentage of each frequency grouping that appears in normal running English. Frequency tables for standardizing shorthand dictation material have been in use for many years. But, to use the frequency count as a basis on which to build artificially constructed running material, containing only words found in the first 1,000 or first 2,000 or first 3,000 words in order of frequency, would be to deprive the student of his chance to learn to write "run-of-the-mill" English.

Analyzing Practice Vocabulary

In analyzing the vocabulary of shorthand practice material and in comparing the range of that vocabulary with the normal range as indicated by the Horn-Peterson list, the reader must remember that small samples will never conform exactly to the norms set by analyses of comprehensive samplings. One indication of the normality of small samples is that the percentage of words from each thousand of the large count will vary from one small sample to another, but always within reasonable limits. Thus, it may be seen that the proper function of the word-frequency count in the selection of shorthand practice material should be that of insuring that the running material selected is neither restricted to the commonest words nor unduly studded with unusual and infrequent words.

Word-frequency counts have been used as bases for the manufacture of material artificially restricted to the first few thousand commonest words because of an erroneous idea that the student who can write the first few thousand commonest words very readily can handle any dictation. Conversely, extremely difficult essay-type or editorial material full of unusual words has been used because of the equally erroneous idea that students trained on that sort of dictation can handle any dictation. The teacher fully aware of the implications inherent in word-frequency counts will fall into neither of these two fallacies, but instead will insist upon a supply of dictation material that has been proved to approximate the vocabulary burden of ordinary English as shown by a suitable word-frequency analysis.

Private Business School Workshop To Be Repeated

LAST summer a Private Business School Workshop was held at the Woman's College of the University of North Carolina for one week. The Workshop was conceived by Dr. McKee Fisk, head of the Business Education Department of the College, now on leave. It was an outstanding success and is being repeated by request.

The Workshop has three sponsors: The Department of Business Education of the Woman's College, the North Carolina Department of Public Instruction, and the North Carolina Private Business School Council. It will be held on the campus of the Woman's College, Greensboro, North Carolina, July 1-7.

An intensive study will be made of the problems of administrators and teachers in the areas of accounting and clerical practice and of advanced secretarial skills.

Advanced registration is required as membership is limited. Details may be obtained from Vance T. Littlejohn, acting head of the Department of Business Education, Woman's College, or W. B. Logan, acting supervisor of distributive education, Department of Public Instruction, Raleigh, North Carolina.



Graduate Assistantships Open

THE Department of Business Education at the Woman's College of the University of North Carolina has announced several graduate assistantships for the year 1945-1946.

These assistantships are of three types: teaching, laboratory, and research. Persons interested in the details of these positions should write Vance T. Littlejohn, acting head, Department of Business Education.



Make Mistakes? Good!

THE galleries are full of critics. They play no ball. They fight no fights. They make no mistakes, because they attempt nothing. Down in the arena are the doers. They make many mistakes because they attempt many things. Ford forgot to put a reverse gear in his first automobile. Edison once spent over two million dollars on an invention which proved of little value.

The man who makes no mistakes lacks boldness and the spirit of adventure. He is the one who never tries anything new. He is a brake on the wheels of progress.

—*Charleston Weekly News*



Miss Ellis (seated at the left of the table) with her 1944 class. She says: "Every group is just as nice as this one, which, I think you will agree, is sufficient reason for my interest in them."

Business Co-operates With a Small High School

ZAIDA A. ELLIS

IN February, 1941, the Spring Valley (New York) High School began a program of co-operative office training for its secretarial practice students. Although tentative until the value of the training could be fully measured, the program has continued without interruption over a period of four years and now stands as a part of the secretarial practice course.

Our aim in planning this training program was to bridge the gap that always lies between school and actual office work, and to familiarize the students with the various types of office machines that the school does not supply.

The equipment for our secretarial practice course is adequate—plenty of typewriters, complete filing equipment, a stencil duplicator, an adding machine, a check writer, a Dictaphone, and other office appliances. But we do not have bookkeeping or calculating machines of any type. The size of our school does not justify the addition of an office practice class or the purchase of equipment for such a course. Yet, almost every graduate from our commercial department finds his first job in an office where at least one bookkeeping, billing, listing, posting, or calculating machine is used.

A survey of the offices in the town showed that, while businessmen were willing to co-operate with us, there was little demand for

part-time workers. These men would make their offices and equipment available for training students, but not because their help was needed. On the other hand, few students wished to do steady part-time office work during their senior year. We did not regret the situation, because students who must work regularly cannot give time to school organizations and other extracurricular activities. We wanted to add office experience without robbing the students of a valuable phase of their high school life.

From this survey, it was clear that a requirement of fifteen hours of office work a week for even part of a semester was out of the question. Whatever program we developed would have to fit our local conditions without regard to Federal aid or state regent credits.

In arranging our program, the standard procedure of two weeks in the office, alternating with two weeks in school, was followed. Instead of the semester devoted to such training in larger schools, our program would continue for only an eight-week period. The hours would be from one to five o'clock, five school afternoons a week, or twenty hours a week.

stead of the usual fifteen, for a total of four weeks.

A program of this length could be carried on within the limits of the secretarial practice course. It would give the students some office experience to supplement their textbook knowledge, and yet would allow time enough to cover the state secretarial practice syllabus. In order to have school afternoons free for office work, senior classes for this special group of students were rearranged at the beginning of the second semester so that only the double-period secretarial practice class came in the afternoon.

Best Months: February and March

Through experience, we found that the most satisfactory period of the year for this eight weeks of alternate office and school work is in February and March. It is then completed before spring vacation. After vacation, the time is needed for intensive practice in dictation and transcription and general job preparation. Also, the pressure of senior activities is heavier in the spring, and it becomes more of a hardship to give two extra hours a day to office work.

After serious consideration, the decision was made not to ask for compensation for the students' work. We felt that we would have more freedom in selecting training offices and suggesting the type of training if no monetary consideration entered into the arrangement. For a short time, we were transferring our students from an artificial setting in school to a natural setting in a business office; we were substituting interested businessmen and their employees for the classroom teacher.

The students were being given an opportunity to try out in actual situations their previously acquired textbook knowledge. They were being taught to use office machines which, before that time, were only pictures and paragraphs in a textbook. The businessmen were giving office space, equipment, and the time of a paid employee as an instructor. It seemed that the amount of commercially acceptable work a student might do would be no more than adequate return for the instruction received. A letter to the New York State Department of Labor brought no adverse ruling on this point, and it is on this basis that our program has progressed for four years.

Our offices are selected and classified accord-

ing to the variety of work experience that they can give our students. The students are graded according to their ability, and the most competent are assigned to offices where the work is most difficult. This freedom of selection and placement has helped greatly to make our project a success. We do not carry it to extremes, however, but try always to comply with wishes expressed by employers and students in the matter of placement.

Two students are assigned to each office, the first working two weeks, the second reporting for work when the first returns to school. Since there are usually about sixteen students in the class, eight training offices are needed. We now have on our list of co-operative employers, or instructors, two banks, a co-operative home loan association, a state charities bureau, the county gas company office, two manufacturing concerns, a lawyer, and a public accountant. There are others who will help in an emergency.

The two banks have developed a training program that takes the student, during his two two-week units, through every department. He not only takes dictation and files letters and other data, but he spends some time on posting, addressing, bookkeeping machines, the Recordak, the check-canceling machine, the electric typewriter, and the PBX switchboard. Students capable of quickly grasping a rather wide range of duties are assigned to the banks. The work in the home loan office is somewhat similar in nature, although not so complicated.

In the State Bureau of Charities, the principal work is transcription, both from shorthand notes and Dictaphone records. In addition, the student files, answers the telephone, receives callers, keeps records of the social workers' calls, and totals records of expenditures on the adding machine. The head of the Bureau is keenly interested in her trainees' welfare. Through her encouragement, on

ZAIDA A. ELLIS, who received her master's degree in guidance and personnel from Columbia Teachers College, is teaching business subjects and directing vocational guidance and placement work at Spring Valley (New York) High School. Miss Ellis has had wide experience in teaching and industry, including publicity and editorial work, teacher training, and personnel guidance in Michigan, Illinois, and New York.

one occasion, a failing student was developed into a good office worker. More than once, the friendliness and sympathy shown by our employer-instructors have helped to solve their employees' personal problems.

It is worthy of note that the organizations mentioned do work of a highly confidential nature. Yet, from the very start of our program, no employer has hesitated to co-operate with us because of the danger that a student might disclose confidential information acquired on the job.

To the lawyer on our list, we assign students who are especially competent in shorthand and English. In this office, they take dictation, transcribe from dictaphone records, file, and perform various other clerical duties.

The manager of the gas company hesitated to join our co-operating program because the students would have little experience in transcribing letters. But in almost every secretarial practice class, there are students who will make better clerks than stenographers. A boy or a girl of this type can go into this office and answer the telephone, assist the bookkeeper, learn the purpose and value of the bookkeeping machine, operate the addressing and mailing machines, and do the filing. What he learns will make him more efficient in business than would four more weeks' study of shorthand. This is true also of work in the public accountant's office. If possible, we assign students to this office who have taken shorthand and bookkeeping.

Students assigned to manufacturing concerns get an over-all picture of varied business transactions: purchasing, selling, making and receiving payments, shipping, pay-roll operations, deductions for social security, and so on.

The first day on which the students return to class after their first two weeks of office work is set aside for general discussion. The students bring with them a day-by-day record of the work they have done and describe their experiences. Notes are compared. They discuss such things as the reasons for using numeric filing systems instead of alphabetic. They compare the machines they have used and discuss their advantages. They confide their problems. One girl was "terribly nervous" when she first answered the telephone. Another "just knew she couldn't transcribe her notes the first time she took dictation."

Most evident in this group discussion is the change in attitude. Two weeks before, they were students. Now they have made a long step toward being actual office employees. This shows in the confidence and sureness they display in discussing their work. To the instructor, listening, there comes the inevitable wish that each student might have had all the experiences the others have had in addition to his own. But although some may be richer in experience than others, all have gained.

Shortly after the students return to school, the employers send in reports on their work. Conferences are then held with the students, and remedial work assigned if necessary.

SPRING VALLEY HIGH SCHOOL COMMERCIAL DEPARTMENT CO-OPERATIVE TRAINING PROGRAM			
EMPLOYER'S REPORT			
Student _____			
Employer _____	Type of Business _____		
Employed from _____	To _____		
Please state specifically your impression of the following skills and traits:			
<u>SKILL PERFORMANCE</u>			
Typewriting _____			
Shorthand _____			
Punctuation _____			
Spelling _____			
Filing _____			
Machine Operation _____			
<u>BUSINESS TECHNIQUE</u>			
Use of Telephone _____			
Meeting People _____			
Use of Sources of Information (Reference Books) _____			
Office Housekeeping _____ Businesslike Habits _____			
<u>RATING SCALE FOR PERSONAL TRAITS</u>			
APPEARANCE	Neat and appropriate	Ordinary	Slovenly
ABILITY TO LEARN	Very quick	Catches on slowly	Needs repeated instructions
ACCURACY	No errors	Few errors	Many errors
DEPENDABILITY	Very reliable	Sometimes reliable	Unreliable
SPEED	Fast	Moderate	Slow
CO-OPERATIVENESS	Co-operative	Endeavors to co-operate	Fails to co-operate
CONSTRUCTIVE THINKING	Originality	Carries out suggestions	Needs detailed instructions
Please add any other comments you believe will be helpful. Return a copy of this report at end of first two weeks and at termination of training. Keep a copy for your own files.			

Employers fill in report blanks like this one for each of their student-employees.

Within rather definite limits, this program is always fluid and changing. This year, in addition to the usual letters and report blanks, the employer will receive a detailed outline of the general office duties which we should like our student workers to perform. On this list, he will be asked to check all the operations that can be performed in his office and see that the student actually does as many as he can during his four weeks' working period.

(Please turn to page 511)

HOW BUSINESS SCHOOLS ARE

Winning Students and Influencing Communities

FRANCES AVES SMITH

IN 1939, H. Everett Pope, president of the Oklahoma School of Business, learned "how to win friends and influence people" in order that he might teach men and women in his home town of Tulsa to do likewise. The Dale Carnegie public speaking course he has offered in his school during the past five years has been so successful that 754 Tulsa engineers, housewives, lawyers, doctors, secretaries, accountants, bankers, salesmen, teachers, and business executives have registered in the first twenty-three classes. Their average age is forty.

"Many Tulsa firms," Mr. Pope says, "have standing orders with us to enroll from two to six of their employees in every Carnegie class that is organized."

By the fall of 1944, sixteen other business schools had followed Mr. Pope's lead in introducing the Carnegie course in their schools.

The following directors of schools either have come to New York themselves to take the course at the Dale Carnegie Institute, or have sent someone to take it—and thereby have obtained a franchise to teach the course:

Charles F. Walker, Northwestern School of Business, Portland, Oregon; H. N. Rasley, Burdett College, Boston; J. Evan Armstrong, Armstrong College, Berkeley, California; W. M. Wootton, Lockyear's Business College, Evansville, Indiana; O. M. Correll, Minnesota School of Business, Minneapolis; B. Herbert Brown, Baltimore Institute, Baltimore; Howard Gibson, Gibson Institute, Philadelphia; Ben H. Henthorn, Kansas City College of Commerce, Kansas City, Missouri; R. E. Kindig, Bay City Business College, Bay City, Michigan; Miss Darlene H. Heller, Rockford School of Business, Rockford, Illinois; S. B. Traisman, Business Institute of Milwaukee; V. D. Patterson, Knapp College, Tacoma; Miss G. C. Bearmore, Northern Ohio Institute, Cleveland; I. W. Stevens, Henager Business College, Salt Lake City; Richard Khuen, Robert Morris School of Business, Pittsburgh; and K. E. Platt, Platt

School of Secretarial Training, St. Joseph, Missouri.

This course may be given by a school only if it is licensed by the Carnegie Institute. This means that someone from the school has taken the course in New York and that his methods of teaching are approved by Mr. Carnegie. There are certain stipulations that the school must abide by to hold the franchise, such as charging the standard rate of tuition, \$84; conducting each course for sixteen weeks; limiting class membership to forty. And the class sessions must be conducted in a manner similar to the way they are conducted at the Institute in New York.

There is a session every week, with as many practice periods in between as the enrollees wish. As the course deals with personality development and human relations as well as effective speaking, each session is designed to develop a certain capability—such as how to overcome fear and worry, how to withstand heckling, how to think on your feet, improve your voice, save time, obtain co-operation from other people.

The third session of each course, for example, is designed to teach "how to acquire ease and confidence." Like all sessions, this one is divided into two parts. The first part may be a dinner meeting, lasting from 6 to 7:45. During that meeting, each member of the class gives a two-minute talk, preferably about a personal problem or an incident closely related to the speaker's everyday life. This might be a doctor's explanation of what a stethoscope is and how it works, a diver's telling how he felt when he donned his diving suit for the first time, what a young ensign did when, after oversleeping, he reached the pier only to see his destroyer sliding down the waterway.

The second part of this session, which follows a fifteen-minute breathing spell and usually lasts from 8 to 10:30, deals with "how to select a topic." A Carnegie instructor lectures on this subject; then the two-minute speeches begin again. Again each member of the class stands in front of the room and talks

—without notes, of course. The instructor criticizes each speech—tells the speaker in what way he has improved and how he may improve further.

For this session, each student is asked to bring an object to show his audience while he talks. In talking about some concrete thing, he is likely to speak naturally.

This exhibit might be a piece of steel; the speaker tells how many pounds of pressure it will withstand and builds his talk around that point. It might be the dial mechanism of a telephone, a Red Cross overseas kit. It may be one of these common objects, or it may be something unusual—a special fly that an enthusiastic fisherman wants to talk about, or a new attachment for a carburetor, designed to get more mileage from today's gasoline.

At each session, prizes are given to the one who makes the best speech, to the one who shows the most improvement, and to the one who makes some special achievement that the instructor decides should be rewarded.

When the sixteen weeks are over, each member of the class knows thirty-nine new people, has listened to about 1,200 talks about everything under the sun, has thought a lot about subjects that interest him personally, and has given about thirty short talks himself—all of which cannot help but give him a better understanding of other people's lives and broaden his knowledge immeasurably.

These are the techniques Dale Carnegie has used in his Institute to teach people to express themselves articulately and interestingly. And this is the service that seventeen business schools in all parts of the United States are bringing to their communities.

Lowell Thomas said recently, "A movement for adult education is sweeping over the nation today, and the most spectacular force in that movement is Dale Carnegie."

Mr. Pope adds, "The success of our Carnegie graduates in their respective fields has been unbelievable."

Thank God every morning when you get up that you have something to do which must be done, whether you like it or not. Being forced to do your best will breed in you temperance, self-control, diligence, strength of will, content, and a hundred other virtues the idle will never know.—*Charles Kingsley*

Business Courses at Michigan U.

THE School of Business Administration of the University of Michigan at Ann Arbor is now offering courses in secretarial training.

Today, many positions open to college women with executive ability require the combination of a college degree, a cultural college background, a general business-college background, and professional secretarial training. The demand for women possessing this combination training has been consistently greater than the available supply.

Secretarial training courses offered by the School of Business Administration are essentially the same as those introduced on the University campus by the Division for Emergency Training in June, 1943, as a one-year concentrated program. The courses will make it possible for junior and senior students to combine some professional secretarial training with either a liberal arts background or a general business administration background.

For those students interested in teaching secretarial subjects, a program has been outlined whereby the student may elect a major or minor emphasis in secretarial training through the School of Education.

Courses include elementary and second-semester typewriting, two semesters of shorthand, secretarial techniques, survey of office machines, and a course of systems organization. Courses in accounting, business-letter writing, business-report writing, and office standards and procedures were already a part of the curriculum.

New Pan American Booklets

TEN new titles have been added to the list of booklets for the study of Latin American countries published by the Pan American Union. This series for young readers in the elementary grades, junior and senior high schools now includes twenty attractive and interesting titles on points of historical and geographical interest.

Those available are: *Aztec People*, *Hernán Cortes*, *José de San Martín*, *Araucanians*, *Panama Canal*, *Pan American Highway*, *Guano Islands of Peru*, *Francisco Pizarro*, *Cabeza de Vaca's Great Journey*, *Incas*, *Snake Farm*, *Pan American Union*, *Five Birds of Latin America*, *Simón Bolívar*, *Pan American Sanitary Bureau*, *José Gervasio Artigas*, *Amazon River*, *José Martí*, *Colonial Cities of Spanish America*, and *Transportation in the Other Americas*.

These booklets may be ordered from the Pan American Union, Washington 6, D. C., at \$1 for the complete set, or 5 cents each for the individual booklets.

Stuffing and Sealing Envelopes

STUFFING and sealing envelopes stand high on the list of general clerical activities common to all offices. It is the rare office that does not have some occasion to send out announcements, advertisements, sales letters, reports of meetings, financial statements, bills, form letters, or other materials.

Without proper organization of materials or use of economical motions, this activity can be tedious and time-consuming. In some companies, the frequency of large mailings justifies the purchase of folding and sealing machinery, but there are still many offices where the task must be performed by hand. A study of the arrangement of materials and the use of the hands in manipulating the materials will simplify the process.

Folding for Stuffing

Let us assume that 300 form letters are to be folded and inserted in 300 addressed legal-sized envelopes and then sealed. The first thing to be done is to fold the letters. Most jobs are done more rapidly if a single repetitive activity making up a part of the total job is completed at one time. In this instance, the total job will be done faster if *all* the

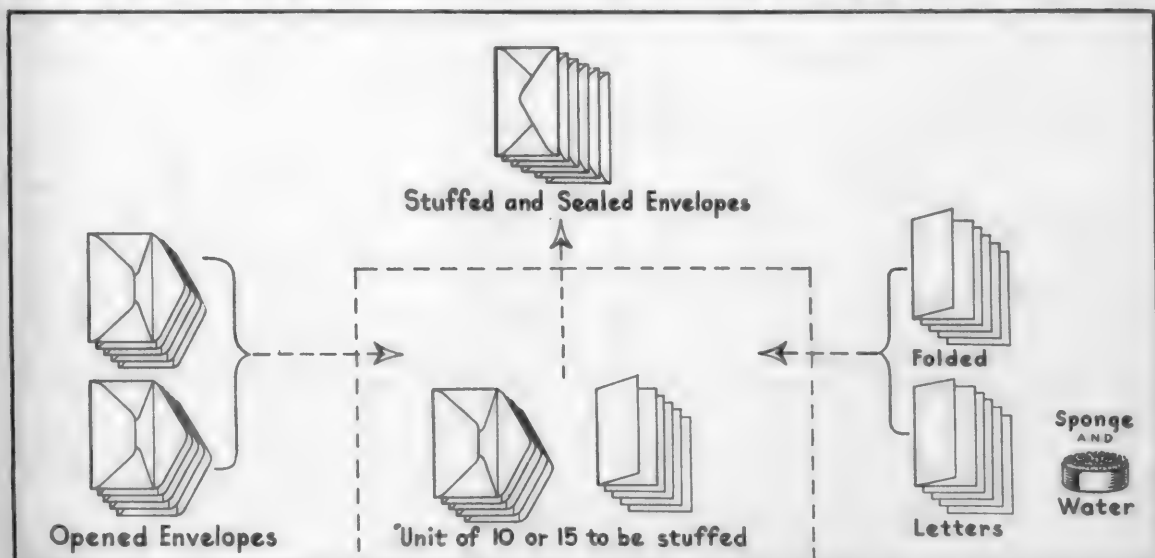
THELMA M. POTTER

letters are folded first, rather than folding and immediately inserting each one separately into an envelope.

The letters should be folded in thirds to fit the large envelopes. Crease ten or fifteen at a time depending on the weight of the paper being used, rather than folding each single sheet separately.

After folding a unit of ten or fifteen, keep them in a folded position, and, starting with the outside letter, slip one folded letter off at a time making a pile of folded letters ready for insertion into envelopes. Place this pile of 300 folded letters on the right side of your working space.

After the letters have been folded, the next thing to be done is to open the envelopes so that the letters may be easily inserted. Take a small number of envelopes in your right hand, address down, flaps up with the thumb resting against the flaps. Bend the envelopes in your hand with the address on the inside of the bend. Release one flap at a time with the right thumb. Place the left forefinger under each flap and flip it open. Practice will



Here is a diagram of a table showing position of envelopes, folded letters ready for stuffing, and, at the back, the stuffed and sealed envelopes. The small area boxed in a dotted line represents the working space of the person who is doing the stuffing and sealing.

develop your skill in running through a large number of envelopes in a short time. Continue opening a small number of envelopes at a time until all 300 have been opened. Fan each unit of opened envelopes so that the edge of each flap extends beyond the edge of the one above it.

To fan them, hold the envelopes lightly in your left hand with the back of the envelope up and the bottom of the envelope in the palm of your hand. With your right hand, thumb on top and fingers under, exert an upward and downward pressure on the envelopes and they will spread slightly so that the edge of each flap extends slightly beyond the edge of the next one. Slip each group of opened envelopes under those already opened and push them to the left of your working space.

If you are inserting only one sheet into an envelope, the process of insertion will be speeded up by keeping the sheets in the folded unit and picking up the individual letters from this unit for direct insertion rather than to separate the letters before insertion. However, if you are inserting two or three items, the process will be facilitated by having the materials separated into single units.

Stuffing Envelopes

With the letters folded on the right and the envelopes opened for stuffing on the left (see illustration on page 475) the next step is to insert the letters into the envelopes as smoothly and rhythmically as possible.

From the left and with the left hand, pull into the working space directly in front of you ten or fifteen envelopes with the address down and flaps open to the right. From the right and with the right hand pull into the working space directly in front of you an equivalent number of folded letters. Place them parallel to the envelopes. Keep the loose end of the letter to the right so that a fold will be fed into the envelope first. With the right hand pick up one letter and insert it in the top envelope.

After the top envelope has been stuffed, the fingers of the left hand should lift the stuffed envelope slightly and guide the next letter into the next envelope. After the second envelope has been stuffed, the left hand should lift both envelopes slightly and guide the third letter into the next envelope, and so on until

all of the envelopes in the working space immediately in front of you are stuffed.

If a person has long fingers or possesses a high degree of finger dexterity, he may be able to handle more than the suggested ten or fifteen. However, working with too large a quantity of material at one time is unwieldy, and therefore awkward and time- and space-consuming.

When the ten or fifteen envelopes have been stuffed, push them directly ahead of you on the desk and take another batch of letters and envelopes. When they are stuffed, move them into position with those you have finished.

Sealing the Envelopes

When all 300 envelopes have been stuffed and placed at the far end of the working space in front of you, the next step is to seal them. For this you will need a sponge or some absorbent substitute and a small container of water. Place these on the right of your working space.

From the pile of three, again select a small unit of ten or fifteen and pull them forward within the working space immediately in front of you. The address side should still be down, the flaps of the envelopes open and to the right, and the envelopes so fanned that the gummed edges are all visible. Moisten the sponge or its substitute slightly and run it over the gummed edges of all the ten or fifteen envelopes. Move from left to right and use only two or three motions.

Then starting with the envelope on the left, seal each envelope. To seal the envelopes easily and quickly, place them with the bottom of the envelope parallel to the front edge of the desk, flaps on top. Close the top flap and pull the envelope forward. Pull the second envelope forward and place it on top of first. Pull the third envelope over the second and on top of it. The process of pulling the envelopes forward and placing them on top of the preceding envelopes seals them without any additional motions. When all are sealed, stack the pile, and push it to the left.

Continue sealing the envelopes in small units and moving the finished product to the cumulative pile on the left of your desk.

Suggested Classroom Practice

In a typewriting or office practice class at the time when you are teaching the typewriting

of form letters or envelopes have the students practice multiple folding for insertion. An experiment that you might time to prove the merit of multiple folding is to have the student group fold the form letters separately during a minute's timing. During another minute's timing, fold them together as suggested and compare the number folded by each method. Other timed foldings may be utilized to motivate the development of finger dexterity.

The insertion of letters, folders, cards, or other materials may be practiced and timed for the purpose of measuring growth in the

development of the finger dexterity for the stuffing of envelopes.

The arrangement of materials and the motions used in stuffing and inserting envelopes varies in business offices according to the nature of the job which is being done. The illustration shown is suggestive of arrangements for economical use of space and motion. This plan, of course, will be varied according to the needs of the individual situation. It is suggested that you have your students experiment to develop other arrangements and motions for other types of situations.



Here is an automatic mailing machine used in many offices. This machine not only seals envelopes, but also prints on them the indicia (similar to those shown here) that take the place of stamps.



Quarterly Research Issue out This Month

THE research issue of the *National Business Education Quarterly*, published by the Department of Business Education of the National Education Association, is scheduled to come off the press this month, it was announced by Russell A. Cansler, issue editor, Westminster College, New Wilmington, Pennsylvania.

Dr. Marsdon A. Sherman, head of the Department of Business and Secretarial Science, Richmond (Virginia) Professional Institute, has written the introductory article, "Research in Business Education," which discusses the importance of research to business education, areas of need, necessity for centralized agency sponsorship, and significant current problems.

Other articles in the issue are based upon studies made by the following people:

Agnes E. Osborne, College of the City of New York. "The Relationship Between Certain Psycho-

logical Tests and Shorthand Achievement." Columbia University study.

Albert C. Fries, Northwestern University. "A Study of the Status of Business Education in the Public Secondary Schools of the State of Illinois (Excluding Cook County)." New York University study.

Dr. Earl S. Dickerson, Eastern State Teachers College. "The Construction of a Standardized Test in Business Law." New York University study.

Dr. John Trytten, University of Michigan. "A Study of the Relation Between the Equipment of Commercial Teachers and the Demands of Their Teaching Situations." University of Michigan study.

Dr. A. J. Lawrence, University of Kentucky. "A Basic and Economic and Business Vocabulary." Columbia University study.

Robert Finch, Supervisor of Business Education, Cincinnati. "Evaluation of a Course in Consumer Education." University of Cincinnati study.

—Bernard A. Shilt

I Am Most Unhappy

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AN hour ago I sat with two hundred other teachers and heard a speaker tell us what is the matter with us. And I am most unhappy.

He told us that our pupils should have guidance. They must be guided to the right studies, to the right occupations—those suitable to their temperaments and abilities—to the kind of life that will lead to happiness and success. All of which is certainly true.

The speaker also told us that if we would just go back to our schoolrooms and do the things that we have been told to do, in meeting after meeting, year after year, then we would be getting somewhere. The trouble with us, he said, is that we hear, and feel, and resolve—then go back to our schools and teach just as we have been teaching.

And I am most unhappy. For I think of a class in bookkeeping, where seven boys and girls sit in the front seats. (They made too much noise when they sat in the back seats. They make too much noise in the front seats, too, but at least I can see where the noise is coming from.)

Not one of the seven should be studying vocational bookkeeping. Not one gives promise of becoming a bookkeeper—not because they are bad or dumb—they are neither—but because grasshoppers don't make good bookkeepers. They won't sit still long enough to add a column or prove a work sheet. They like to hop—and hopping interferes with figure work.

A bookkeeper should be a quiet introvert who likes so well to marshal numbers that he becomes absorbed in copying, comparing, and adding the figures on the paper before him. But these seven boys and girls can hardly make a figure 4 so that you can tell whether it is a 9 or 7. They will add a column five times and get five or six different answers. They use one amount for the Net Profit in the Balance Sheet and another amount in the Profit and Loss Statement and never notice the difference.

Why did I advise these pupils to take bookkeeping? I didn't. Nobody did. They just

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elected it. I never saw them until they walked into my class on the first day of school. By the end of the first week of school I knew that these pupils shouldn't be taking bookkeeping. I know it now as well as this speaker knows it. I knew it before he did. That's what makes me unhappy.

I can foresee perfectly clearly what is going to happen. I shall struggle along with this class as best I know how—never giving up, always hoping for a miracle, always striving to get these seven over the hurdle so that they will "pass." But if the experience of former years is any criterion most of them will fail. All they will get from the semester's work in bookkeeping is a sense of frustration, a dislike of school, and an "E" on their Permanent Record Cards. And the other members of the class will learn less than they would learn if these seven pupils were not in the class, for the seven require much more than 7/32 of my time and attention.

If I should do for these pupils what I know (or think) should be done for them I would be teaching them to write plainly, to understand what business is about, and "to add, subtract, multiply, and divide whole numbers and fractions." (I know that is a good expression—I read it somewhere.) They should also be in a situation where they were learning to work and study effectively.

Why don't I do what I know I should be doing? For two reasons. First, if I taught them these things I would hardly be justified in "passing" them in Bookkeeping 10-B, and if I did pass them what would the teacher in Bookkeeping 10-A do with them next term? Second, the other twenty-five pupils in the class deserve the opportunity to do the work in Bookkeeping 10-B, and there isn't time to teach two groups in one period.

No doubt in another year we shall have another meeting in which another speaker will make another speech in the course of which he will tell us teachers again that the

trouble with us is that we keep on doing the things that speakers tell us we ought not to do, and that we neglect to do the things that speakers tell us we ought to do. And it will be quite true. And I shall still be unhappy.

Why do we not teach children, instead of teaching bookkeeping, the expert asks. (How long has it been since he taught a high school class?) The answer is, as every teacher knows, that you have to have something to put on the Permanent Record Card. You can't put "Learned to Make Legible Figures" or "Learned to Add Rapidly and Accurately" on the high school Permanent Record Card, can you? Such matters may be more important to the child, and to the community in which he will live, than "Bookkeeping 10-B-D," but are they worth one-half a credit? Not in the estimation of the North Central Association. Doesn't that make you unhappy, too?

The plain fact is that we teachers are not allowed to do the things we know we ought to do, and are compelled to do the things we know we ought not to do. The reason

is not that teachers don't know better, or are indifferent to the interests of children. So the next time a speaker rises in a meeting where I am present and starts to tell us how we must give our pupils guidance, and must teach them the things they must know in order to succeed, I am liable to bite off the nearest doorknob and hit him with it. And tied to the doorknob will be this message:

Yes, yes, yes—all you have said is true and everything you are about to say is true—I admit it—so why make me unhappy by saying it? I can't do the things you say I should do. I am compelled to do the things you say I oughtn't to do. The decision as to these matters is a matter for administrators, not for teachers. So if you really mean what you are saying—and I hope you do—make your speech to the administrators. We teachers will co-operate heartily—we'll be glad of the opportunity to guide our pupils, and to follow a course of study that will provide for every child the kind of education that most adequately meets his needs. You'll place teachers under everlasting obligation to you if you can bring this about. And we'll be especially grateful if the change can be made before we reach the age of retirement.



Stockholders Vote Name Change for Underwood

STOCKHOLDERS of the Underwood Elliott Fisher Company voted at their annual meeting in April to amend the Certificate of Incorporation to change the name of the company to the Underwood Corporation.

Announcement was made by the executive vice-president of the company, who added, "This change will avoid confusion in the public use of our corporate name, and will mean the adoption of a corporate name which reflects more accurately the name by which, through usage, the company is generally known."

New President Elected

PHILIP D. WAGONER, formerly president of the Underwood Corporation, has been elected chairman of the board, and will continue actively as chief executive officer of the company. LEON C. STOWELL, formerly executive vice-president, has been elected president of the company. Mr. Wagoner was the leading figure in the formation of the company late in 1927. Mr. Stowell was president of the Dictaphone Corporation before becoming executive vice-president of Underwood in 1936.



"I just heard that young Ridgely's been marooned on an island—send him a letter in this!"

Test on Disjoined Analogical Word Endings

IN the sentences given below, answers are shown in italics. When you reproduce this test for your students, draw lines in the spaces where the answers are now, so that the students may insert the shorthand forms. (A test on word beginnings appeared in the March B.E.W.)

Instructions to students: Read each sentence and determine the correct shorthand character to be supplied in the space provided. Write the shorthand character in the proper blank. The word ending that you are to use is given at the top of each sentence group. After you have written the 100 shorthand outlines, transcribe them on the typewriter in three columns, numbering each word.

BILITY

1. I hope that you will give the young man an opportunity to demonstrate his *ability*.
2. The investigators are trying to place the *responsibility* on the proper persons.
3. The ink smudges impair the *legibility* of the material.
4. I doubt the *credibility* of that statement.
5. It will be an utter *impossibility* for me to assume any further responsibilities at this time.

CAL-CLE

6. Many *medical* authorities were consulted in regard to the rare disease.
7. Do you enjoy *classical* music?
8. He is a regular subscriber to many well-known newspapers and *periodicals*.
9. The young man underwent a thorough *physical* examination before he entered the armed forces.
10. The vacuum cleaner removed every *particle* of dust from my household furnishings.
11. I consider him too *radical* from a political aspect.
12. He walked into the optician's office, and an hour later he came out wearing a pair of gold-rimmed *spectacles*.

CITY-SITY

13. The house is wired for *electricity*.
14. The young lady has an unusually good mental *capacity*.
15. There is a *scarcity* of food in some of the war-torn countries.

ELLEN KRUGER

Mitchell (South Dakota) Business College

16. The machine appeared to zoom through air with great *velocity*.
17. The *Evening Gazette* received a great deal of *publicity*.
18. The old man was admired by many people because of his *generosity* to charity.
19. Many people at the trial were dubious to the *authenticity* of his so-called testimony.
20. The *intensity* of the heat in the desert was almost too much for him to bear.

EGRAPH

21. I sent you a message by *telegraph* as soon as I arrived.
22. The salesman *telegraphed* the central office for more expense money.
23. The newspaper correspondent sent a *graphic* report to the main office.

FICATION

24. I sent you a *notification* telling you of postponement of the meeting.
25. The contractor will send you the building *specifications*.
26. The soldier was wearing an *identification* tag around his left wrist.

GRAM-GRIM

27. All punctuation marks in *telegrams* are transmitted free.
28. They received a *cablegram* from their relatives in Italy.
29. The *program* given by the children was enjoyed by most of the people.
30. The *Pilgrims* came to this country in order that they might worship God as they wished.

HOOD

31. He spent his early *boyhood* days on a large farm.
32. He grew up to *manhood* on that same farm.
33. The boy often walked to a *neighborhood* grocery store for provisions.
34. It will rain today in all *likelihood*.

INGS-INGLY

35. As years went by he spent money unwisely; the first thing he knew all his *savings* were gone.
36. We have had many pleasant business *dealings* with your firm in the past.
37. People should *willingly* donate to charity.

8. Mr. Jones published a book on witty sayings.
9. The bearings in the machine must be replaced.

LITY

0. Miss Lee is a member of the faculty of the Washington High School.
1. The utilities in this apartment are furnished.
2. A penalty of ten points is charged for each error in a typing speed test.
3. Success in secretarial training is dependent to a great extent on personality.
4. "Lowliness" and "meekness" are synonyms for the word "humility."
5. The people in my locality are not in favor of such a system.
6. During this period of national emergency we must make use of every airplane and every facility to the greatest advantage.

LOGY-LOGICAL

7. I want to make an apology to you because of the blunder I made.
8. I am willing to apologize if I have done anything wrong.
9. We learn about plant life in biology class.
0. Psychology is a study of the mind.
1. Geology is a science which treats of the history of the earth and its life especially as recorded in rocks.
2. A theologian is a person well-versed in the study of religion and religious ideas.

MENT-MENTAL

3. The chemistry students are trying a new experiment in the laboratory.
4. Dr. Jones did a great deal of experimental and research work along that line.
5. The girl has an expensive ornament on her dress.
6. I am enclosing a supplement to the "Reader's Aid" which was sent to you last week.
7. The old castle has an ornamental doorway.

MITY

8. I am sure you will like the new location of our main office because of its proximity to your home.
9. The house was built in conformity with all the plans and specifications.
0. A calamity, to our way of thinking, is dangerously close at hand.

NITY

1. The insurance policy covers indemnity of various kinds.
2. Most of the people living in the vicinity of my home attended the meeting last night.
3. The occasion was observed with reverence and solemnity.
4. There will be a sanity hearing in the court room today.

OGRAPH

65. Please enclose with your application letter a recent photograph.
66. The girl asked the celebrity to write in her autograph book.
67. Over five hundred multigraph copies of the letter were circulated.
68. Mary is studying stenography and typewriting at business college.
69. I am reading the biography of George Washington.

RITY

70. I do not have the authority to make a ruling in this case.
71. What is the date of maturity on the note?
72. How much money did you donate to charity last year?
73. During the present war certain people are given a priority rating on air travel.
74. I do not see any similarity between the two objects.
75. We sometimes refer to a person as having an inferiority complex.

STIC

76. Statistics show that in 1896 there were only four automobiles in the United States; in 1937 there were more than 27,000,000 cars in this country.
77. Through months of research work the professor compiled some interesting statistical facts.
78. Good citizens take an optimistic attitude toward the outcome of the war.
79. The stenographer is very enthusiastic over her new position.
80. I liked the artistic arrangement of the flowers throughout the room.
81. If necessary, we must resort to drastic measures in order to prevent any further uprising.



"She's getting along fine—learning to use pen and ink now!"

82. He has many fine *characteristics* that we all admire.

SHIP

83. The child was placed under the *guardianship* of her uncle.
84. The early settlers suffered many *hardships*.
85. We have had some pleasant business dealings in the past, and I sincerely hope that our *friendship* will continue.

TIC-TICAL-TICALLY

86. One should be a *critic* of his own thoughts, words, and deeds.
87. The detective examined the papers on the desk *critically*.
88. Are you interested in buying an *automatic* refrigerator?
89. If you devote too much time to study, you will not have time to take part in any *athletic* ventures such as football, for example.
90. A stenographer should not be found guilty of making frequent *grammatical* errors.
91. She studied *dramatic* art preparatory to going on the stage.

ULATE

92. The old man *accumulated* a great deal of wealth during his lifetime.
93. We plan to *stimulate* sales in the northern section of the state this fall.
94. Your house will be cooler in summer and warmer in winter if it is properly *insulated*.
95. The *population* of our city has increased considerably during the last ten years.
96. I do not understand how to *manipulate* that machine.
97. I want to *congratulate* you on the fine record you have made in high school.
98. The committee will meet today to *formulate* a statement that will be presented to the Board.
99. Mr. Brown *speculated* on some land fifteen years ago, and lost several thousand dollars as a result.
100. The word "*emulate*" stands for conscious effort to rival or surpass.

ROBERT MAYNARD HUTCHINS, writing in *Collier's* is unduly supercilious toward vocational education. He would not call it education at all. He quips that "in an age in which industrial management has simplified most industrial operations to a point where they can be performed by twelve-year-olds, vocational training is a fraud." Bearing in mind the time it takes to become a trained stenographer, electrical or garage expert—to mention only three of many essential crafts—we heartily dissent from Mr. Hutchins.—*The Chicago Sun*

Business Teacher

GRACE V. WATKINS

Simpson College, Indianola, Iowa

With full blown spring around the bend
And April zephyrs calling,
Trim oxfords have a dismal air,
And tailored suits are galling.

I'd like to burst upon my class
In gown of swishing yellow,
With rows of ruffles on the skirt
And ribbons frail as jello.

Embellished with a heady scent,
Black Heliotrope or *Heather*,
I'd add a lipstick fuschia red,
Outshining April weather.

I'd like to do the spicy things
That proper teachers don't,
And be a trifle scandalous.
I'd like to—but I won't!

More Graduates to Offices

A STATE-WIDE study to trace the whereabouts of 14,110 boys and 18,867 girls graduated from New Jersey schools during the 1943-1944 school year reveals the following interesting distribution:

A total of 7,546 high school boys entered military or naval service, 1,850 went into trades or industry, 1,118 enrolled in colleges, 511 in technical schools, 44 in state teachers colleges, 13 in nursing schools, 52 in preparatory schools, 45 in private business schools, 117 in commercial schools, 400 went into offices, 293 into store positions, and 86 enrolled for postgraduate courses.

Nursing schools received the highest percentage of girls ever reported—1,324. Sixty entered military or naval service, 2,481 enrolled in colleges, 138 went to technical schools, 610 matriculated in state teacher colleges, 94 went to preparatory schools, 777 went to private business schools, 288 went to other schools, 7,049 came employees in offices, 742 took store positions, 1,470 entered trades or industry, 20 became farmerettes, 849 accepted miscellaneous positions, and 96 took postgraduate courses.

From the above statistics, nearly a third of the boys went into offices than went into store positions and nearly ten times as many girls took office positions rather than store work.

THE time to make friends is before you need them.—*Selected*

Organization and Purpose Of the Business Law of This Country

R. ROBERT ROSENBERG

WITH the recognition of business law as a fundamental educational asset and a device for social control, its inclusion in the curricula of the secondary school and of the collegiate school of business has been rapid. The modern educational trend toward socialization has made adjustments in instructional materials necessary. To give effect to this trend, the social values of business law to the student must be stressed. Student attention must also be focused on the utilitarian value of the subject.

The immediate objective of every problem, principle of law, and illustrative example studied must be the establishment in the mind of the student of a fund of information on the meaning and operation of the law with which he lives. Only those facts should be presented that are within the comprehension and, conceivably, within the experience of the student and of his family.

The student should be led by a direct route to an understanding and appreciation of the value of the subject in his everyday living and its aid in the conduct of the home, social, and business affairs of which he is a part. This emphasis on personal-use values tends to arouse and hold student interest and must result in an economy of learning time and in better retention.

To make more meaningful to the student the fact that the law plays in everyone's life, the most important provisions of the workmen's compensation laws, the Social Security Act, the National Labor Relations Act, and the Wage and Hour Law should be included in every course in business law, as a distinct section on current social legislation.

The character- and mental-development values of the subject of business law are no less important than its utilitarian value. Sufficient cases, examples, and problems should be presented to provide opportunities for student training and growth in intelligent reading, understanding, logical reasoning, and expression. From an understanding of the law and an ap-

preciation of its objectiveness must come respect for, and obedience to, the law.

The many values of business law to the student who plans a business career are of equal significance in the lives of all students, irrespective of the courses of study followed. It must be evident that even a thorough, comprehensive knowledge of the business law acquired in the secondary-school classroom or in the collegiate school of business will not make a lawyer of the student. The business-law course does not and could not have this as its goal. The course can only hope to define the rights and obligations of all citizens in their civic and business affairs, *so that they will know when to consult a lawyer*. Knowing the law also enables the intelligent person to prevent a controversy from arising and thus avoid litigation.

The material in the course should be so organized and presented that lasting impressions of the principles to be remembered may be obtained with a minimum expenditure of time and effort.

Simplifying Law for Clarity

Because the law taught in the secondary school and the collegiate school of business is intended for personal application and not for law-court use, it should be presented in simple style and nontechnical language. Controversial issues that leave the student uncertain with regard to fundamental principles and concepts, and in doubt as to what he is to understand and learn, should be omitted. The legal principles that are presented should be clarified by limiting them to the law of general applicability. If a common-law principle has been enacted into law in several states and each state has interpreted the law differently, the common-law principle or the rule most widely adopted should be given.

It is an accepted fact, upon which too much stress cannot be laid, that interest is the handmaid of learning. For this reason, motivating materials and devices must be used as instruments of instruction in order that a desire for new learning may be aroused in the stu-

dent. No subject in the commercial curriculum responds more favorably to interest-stimulating devices than does commercial law.

Of course, the ability and the readiness of the student in terms of prior preparation, age, grade, and general intelligence are major factors in determining what type of materials may profitably be used in the law class. Thus, it can be seen that the textbook, the workbook, the testing manual, and similar materials become tools to be used for the specific purpose of solving the problem situation.

When the length of the business-law course affords opportunities for a wider scope of study and activities than that provided by the course of study or by the textbook in use, the following suggestions provide a challenge to the law student:

Citations of adjudicated cases can be assigned for research, and reports presented by each member of the class.

Cases and problems studied in class can be dramatized by assigning them to the students for presentation at mock trials during business-law forum periods, with the teacher (or a student appointed by the teacher) acting as judge, with students acting as opposing attorneys, and with the other members of the class representing the jury.

Current social legislation can be studied as it is enacted.

Press reports of local cases pertinent to the topics studied can be brought to class.

Notebooks and scrapbooks can be kept by the students—in which the main legal business principles studied may be recorded for study and review, and in which business and legal papers and items of interest clipped from newspapers and magazines may be pasted, for use as bases of legal discussions.

Trips can be taken, if practicable, to the nearest court that deals with cases arising out of business transactions.

Review lessons can be stimulated several times during the course by the use of contests patterned after the "Professor Quiz" or the "Can You Answer This?" programs.

A case that is conceivably within the student's experience can introduce each new law principle for discussion of what should be the law on the basis of what is right and wrong. The legal principle that applies to its solution can then be presented. This presentation should

then be summarized with illustrative examples and with several cases for student solution. This modified inductive case method applied to the study of business law has been found to be productive of very desirable learning with a minimum expenditure of time and effort. This is due to the motivation provided by the cases used to introduce each new principle.

Other suggested classroom procedures contribute to the efficacy of the instruction the following: emphasizing essentials by stressing at least one new principle each period; reviewing each day at least one principle studied at some time earlier in the term; identifying each principle by applying it to a activity of the student or by showing how it might come within the scope of the student's everyday activity; illustrating each new principle with some personal experience or with a case known to you; testing periodically by means of simple case problems; encouraging student participation in classroom discussions.

These and similar activities represent the difference between a subject taught by rote and a living, vital subject, influencing the lives of all students in their everyday activities.

Although these suggested classroom procedures will undoubtedly be of great help to the teacher, it must always be remembered that, in the last analysis, the teacher is and always will be the most important factor in successful classroom activity. No textbook or other material of instruction can do more than merely supplement, in a timesaving reference capacity, experience, training, and interest of the teacher.

Junior-College Salaries

THE median salary of instructors in public controlled junior colleges in the United States is \$2,395. In privately controlled junior colleges it is \$1,587. These figures are taken from a monograph, *Junior College Salaries in 1941-1942*, just published by the American Association of Junior Colleges, Washington, D. C.

This monograph has been prepared by H. G. Badger, associate specialist in educational statistics of the U. S. Office of Education; and Walter C. Eells, executive secretary of the association. It is based upon an analysis of reports on salaries of more than 5,000 full-time faculty members in 227 junior colleges.

Learning to Read In Typewriting Classes

ALICE C. GREEN

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Part 2

This is the second and final section of an article based on material discussed at a high school district reading council meeting, which later appeared in a supervisory bulletin. Last month, Miss Green discussed the abilities required in reading typewriting, understanding vocabulary, following directions, interpreting illustrations and graphs, and making copy.

IN reading from rough drafts or from letters to be punctuated and set up in correct form, the reader must go slowly. Before the proper response can be made, the meaning of various marks used by proofreaders, rules of punctuation, setup, and so on, must be brought to mind. Reading with the students, thinking aloud, putting in the proper punctuation until they have learned the procedure of reading, thinking, and acting, all help them to help themselves. Interest should be maintained by going from the easy to the more difficult.

Efficient habits in proofreading are a necessity for every typist. A wrong figure in a price quotation may cost a firm hundreds of dollars. A misplaced or omitted comma may change the meaning of a contract.

Proofreading, in the form of finding and circling errors on speed tests scored for accuracy and on assignments handed in, may be begun within the first weeks of typing instruction. Later in the semester, proofreading of material to be handed in may be made to include erasing and correcting.

As students in the early stages of learning to typewrite are greatly concerned with the manipulation of the typewriter, they make typographical errors of various kinds, of which they are frequently unaware. For example, pupils often strike keys adjacent to ones wanted (f for g, c for v, n for m), confuse keys of one hand with those of the other (f for j, i for i), transpose letters (teh for the, clod for cold), type the wrong word (of for on, in for in), spell words incorrectly (convenient for convenient, strick for strike), omit words,

and so on. Finding errors of this sort requires word-for-word, even letter-by-letter, reading.

Time spent in proofreading is not wasted, for often the kinds of errors made reveal specific typing faults and suggest the needed drills. On the other hand, in the beginning the teacher will have to use discretion as to the type and amount of work required to be proofread. Obviously much more time should be devoted to correct typing practice than to checking errors, for effective practice will develop in students the control needed to cut down the number of errors.

Care should also be exercised that students do not become overconscious about possible mistakes. When they try too hard to make "perfect copies," they are likely to form the bad habit of trying to proofread as they type instead of waiting until the page is completed or the signal to stop typing is given.

How Many Readings?

As typing assignments increase in difficulty, students may be required to proofread for errors in thought and grammar as well as for typographical errors. Reading them becomes reflective. *For best results, proofreading should be done for one thing at a time.*

For example, the first reading may be for the purpose of finding errors in thought; the second, for errors in spelling, punctuation, and typing; the third for finding errors in grammar. Much opportunity for this type of proofreading is furnished when students type letters that have been dictated and attempt to meet standards of mailability.

Statistical matter or material that is to be duplicated is often proofread with the aid of a second person. The second person reads orally from the copy the typist used. He reads punctuation marks as they appear and spells out words easily confused (*principal, principle; effect, affect*). The typist should check the copy he holds word for word or letter by letter.

A second check for thought may be necessary.

When students are required to type mailable letters in volume (second semester in transcription), they should be taught to proofread as indicated in my discussion of skimming."

Proofreading should be done while the letter is still in the typewriter, for this eliminates the necessity of reinserting and realigning paper in case an error is discovered.

Making comparisons of forms, styles, procedures, and fixing in mind points to be remembered require slow, analytical, and reflective reading. Students must be able to note details, make comparisons, and to form many associations. Telling the class or another student how something is done, in words other than those used in the text, aids comprehension and memory.

Because the purpose of skimming is to locate or verify some bit of information quickly, students should be taught that, in indexing,

subject matter or procedures are arranged alphabetically under topics in the manner they are expected to be asked. For instance, if students wishing to locate information on how to type carbon copies are unable to find it under "carbon copies," they should have the resourcefulness to look under "manifolding" or "duplicating." Also, students should learn that before starting to skim a page they should be sure that the letter of the alphabet for which they are looking appears on the page.

Experienced typists proofread routine letters in a matter that is akin to skimming. They glance quickly down the page looking for typographical errors. They give careful attention only to certain portions of the letter, such as the verification of the address and of price quotations. As this habit is a valuable one, it is well to ask students to verify some point or points before "mailing" their daily assignments to the teacher.

Teachers should have no hesitancy in teaching reading in typewriting. Efficient learning in typewriting is closely related to ability to use, as needed, correct and differentiated reading techniques in various typing activities. Therefore, instruction in reading, when applied to typewriting assignments and materials, pays dividends in improved knowledge and skill. Furthermore, the greater variety in class work that reading instruction affords makes teaching and learning more interesting. But these are only the immediate benefits that accrue from reading instruction in typewriting.

There are other values of even greater implication. Large business houses often furnish manuals of forms, styles, and procedures for use by stenographers and typists.

Training in reading makes workers more adept in finding, assimilating, and applying information contained in these and other commercial reference books. The resulting manifestations of intelligence and self-reliance are quite as impressive to business people as excellence in manipulative skill.

This point cannot be overemphasized. The impression former students make in their office jobs (whether always justified or not) is the impression business people hold of the business departments of our schools.

It is extremely important, therefore, that business teachers be alert to emphasize those habits and abilities that businessmen consider essential for business efficiency.

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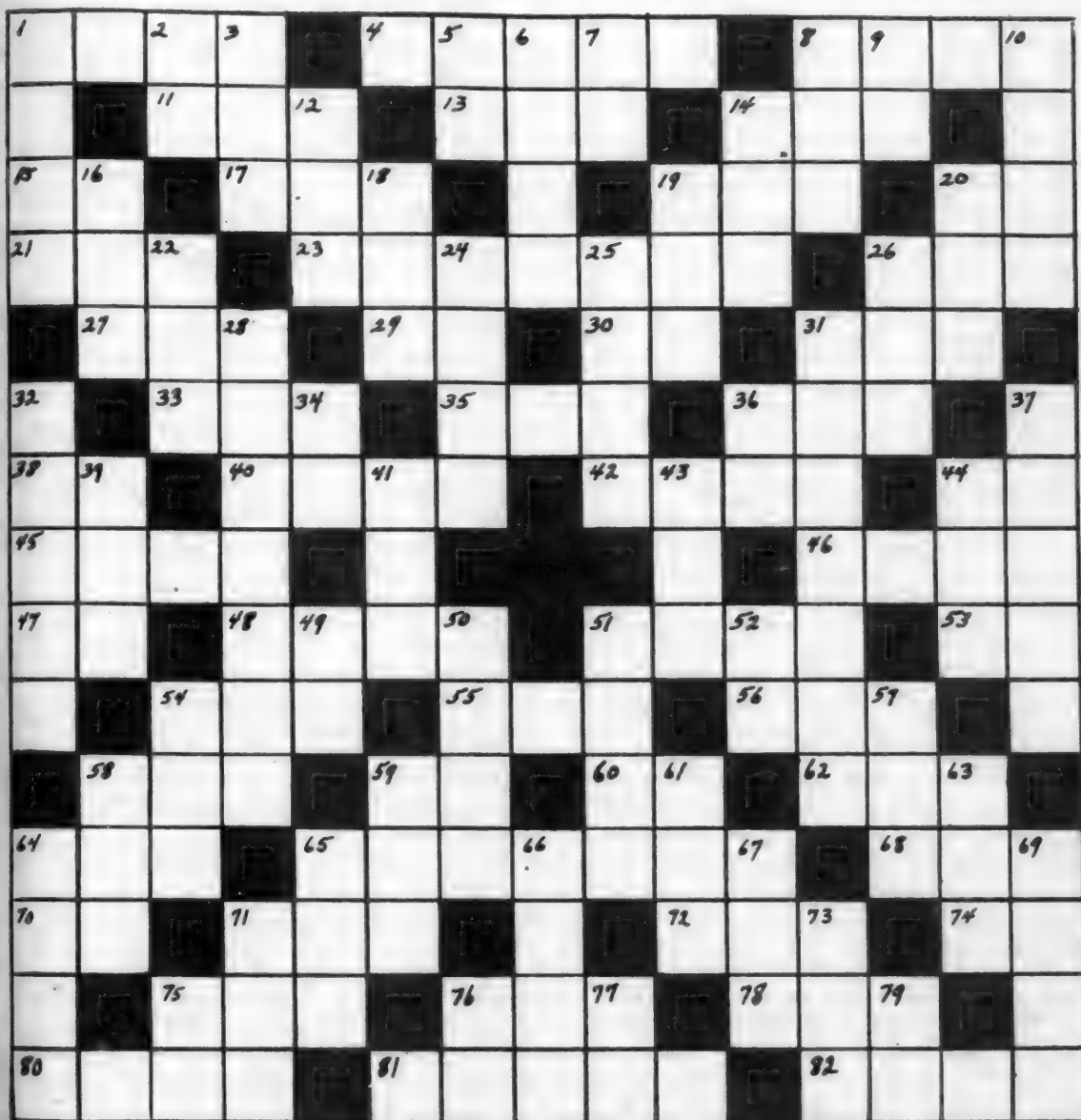
Street

CityZone

State

Shorthand Crossword Puzzle

RUTH H. SMITH



Fill in the blanks with the shorthand spelling of the words defined, one shorthand character in each space. The key is on page 488.

HORIZONTAL

1. To complete.
4. Grapples with.
8. Literary productions.
11. Selected.
13. Rant.
14. Frozen rain.
15. A period of seven days.
17. A fruit.
19. To point out or show.
20. Having no inclination or interest.
21. Examination.

23. Suitable.
26. The price paid for anything.
27. Retains.
29. A beam of light.
30. Hotel.
31. A bone of a man's body.
33. To acquire knowledge.
35. Domestic animal.
36. A covering for the hand.
38. To utter.
40. A publication appearing at regular intervals.
42. To form an image or conception of.

44. A pronoun.
45. To make or become smaller toward the end.
46. To choose by voting.
47. A printed and bound volume.
48. Land surrounded by water.
51. To intersect.
53. At a future time not long distant.
54. Not difficult.
55. Authoritative.
56. Remain.
58. Register.
59. A commercial enterprise or establishment.
60. To avow belief in or knowledge.
62. Impelled.
64. A bucket.
65. A division of the school year.
68. Work for.
70. Not short.
71. Inquires.
72. Ice crystals formed from vapor in the air.
74. To speak.
75. A perfectly round body.
76. To fit for a particular office or occupation.
78. Large woody plant.
80. A sweet crystalline compound.
81. Engines.
82. To rub out.

VERTICAL

1. To be unable to recall to mind.
2. A lineal measure.
3. A store.
5. Atmosphere.
6. A group of tents or other shelters.
7. Affection.
8. An inland body of water.
9. Not well.
10. Members of the lower house of Congress.
12. Kill.
14. To make hot.
16. To strike with the foot.
18. A change for the better.
19. An American native.
20. Exalted in character.
22. To write or pronounce the letters of a word.
24. Extreme or an extremist.
25. According to the usual method or order.
26. A young cat.
28. To come upon unexpectedly. (Past tense)
31. To record.
32. Settled.
34. An indefinite number.
36. To have permission.
37. Fowl. (Plural)
39. To fill compactly.
41. A temporary stoppage or stay.
43. A city official.
44. An unmarried woman's title.
49. A written communication.
50. A signature on the back of a check.
51. A group of students under one teacher.
52. A room in which a person transacts business.
54. Neither greater nor less.
57. Eras.
58. Caused a bell to sound.
59. The highest state of excellence.

61. Nations.
63. A month.
64. Amusement in general.
65. An educational institution.
66. Excited feeling.
67. Merited.
69. To make progress.
71. A bruised spot.
73. Even now.
75. Large.
76. To tend.
77. Not domestic.
79. Plural of was.

Key to Shorthand Crossword Puzzle

HORIZONTAL	VERTICAL
1. finish	1. forget
4. tackles	2. inch
8. literature	3. shop
11. chose	5. air
13. rave	6. camp
14. hail	7. love
15. week	8. lake
17. plum	9. ill
19. indicate	10. representatives
20. indifferent	12. slay
21. test	14. heat
23. appropriate	16. kick
26. cost	18. improvement
27. keeps	19. Indian
29. ray	20. noble
30. inn	22. spell
31. rib	24. radical
33. learn	25. regularly
35. dog	26. kitten
36. mitten	28. surprised
38. speak	31. register
40. periodical	32. established
42. imagine	34. any
44. me	36. may
45. taper	37. chickens
46. elect	39. pack
47. book	41. delay
48. island	43. mayor
51. cross	44. Miss
53. soon	49. letter
54. easy	50. indorsement
55. official	51. class
56. stay	52. office
58. record	54. equal
59. business	57. ages
60. acknowledge	58. rang
62. urged	59. best
64. pail	61. countries
65. semester	63. December
68. serve	64. pleasure
70. long	65. school
71. asks	66. emotion
72. snow	67. earned
74. say	69. advance
75. ball	71. sore
76. qualify	73. already
78. tree	75. big
80. sugar	76. care
81. machines	77. foreign
82. erase	79. were

Prognostic or Aptitude Tests For Skill Subjects

Part 3—CLERICAL APTITUDE TESTS

MATHILDE HARDAWAY, Editor

HERE are the final evaluations of prognostic tests by Miss Hardaway. This month she writes: "There are several clerical and mechanical aptitude tests used in business and industry. None of those tried has been found very satisfactory in predicting success in learning shorthand or typewriting, but some are used widely in selecting applicants for office positions.

Detroit Clerical Aptitudes Examination

Harry J. Baker and Paul H. Voelker, Public School Publishing Company, 509 North East Street, Bloomington, Illinois. Copyright, 1937; revised, 1944.

The Detroit aptitude examinations have come of age. Published in their present forms in 1937 after partial standardization, the experience of the intervening years has made it possible to complete the standardization data on large numbers of cases—to establish validity, letter ratings, and age norms.

Description and use. The test consists of eight parts with designations and measurement objectives as follows: (1) Handwriting (rate and quality of handwriting); (2) Likenesses and differences (rate and accuracy in checking); (3) Arithmetic (knowledge of simple arithmetic); (4) Circles (motor speed and accuracy); (5) Trade information (knowledge of simple commercial terms); (6) Disarranged pictures (visual imagery); (7) Classification (rate and accuracy in classification); and (8) Alphabetizing (alphabetic filing). The time required is about 45 minutes, (30 minutes net working time).

"The Examination is designed to discover and select pupils who have abilities suitable for commercial courses in high school. In selecting suitable candidates, the use of a standardized group intelligence examination is also recommended since the Clerical Aptitudes Examination probably does not directly measure much of the intelligence factor. Candidates for commercial courses should be at least average in intelligence or preferably above average mentally. Unless all other factors such as personality and clerical aptitude are of very high quality, candidates with I.Q.'s much below 100 do not prove to be suitable pupils for commercial courses...

"It is desirable for examiners to have had training in courses on measurement. However, teach-

ers and counselors who are willing to study the directions carefully may test successfully after a little experience."

Norms. Directions are given for translating the total scores into letter grades from a table of norms based on 25,000 cases. For interpretation, the parts of the test are so combined as to give separate measures of motor ability, visual imagery, trade information, and educational aptitude. Tables of age norms are given for the total score, the eight parts separately, and each of the combinations of parts. Thus it is possible to determine "clerical age" for an individual on the whole and on the specific skills involved. A "clerical aptitude quotient" can then be computed in the same manner as an I.Q.

Reliability. The reliability coefficient is .85, based on the re-examination of 78 cases after an interval of three weeks.

Validity. Coefficients of correlation with commercial scholarships are:

Bookkeeping	.563	98 cases
Shorthand	.366	75 cases
Typewriting	.317	126 cases

Coefficients are not given for the separate parts or combinations of parts of the test. If statements about the probable value of the combinations (motor ability, for example) have merit, the establishment of such relationships would increase the usefulness of the test.

Available with Test. Examiner's Handbook, Answer Key, Analysis of Results (individual blanks), and class record.

Detroit General Aptitudes Examination

H. J. Baker, P. H. Voelker, and A. C. Crockett, Public School Publishing Company. Copyright, 1938; revised, 1941.

Description and Use. The sixteen sub-tests measure three kinds of aptitudes: intelligence, mechanical, and clerical. There is considerable overlapping among the three, as some parts are used in two of the scores and some in all three scores. "For example, if motor speed and skill are important in intelligence, in mechanical, and in clerical, two pages

¹ All quotations in the review are taken from the teachers' handbooks or related materials accompanying the tests.

accomplish this result for all three types of aptitudes." This results in considerable economy of testing if measures of intelligence and mechanical aptitudes are also desired. The use of the test might provide an aid in positive guidance for those students who are advised not to go into the commercial curriculum.

The clerical tests are identical with those of the Detroit Clerical Aptitudes Examination except for the omission of Trade Information and the inclusion of tests on Spelling and Reading (mixed sentences).

Norms. Letter ratings and age norms are given for each of the three aptitudes. Clerical norms are not comparable with those of the Clerical Aptitudes Examination because of the change in parts. Age norms are likewise given for the separate parts and the combinations.

Reliability. The coefficients for the parts, based on a repeat test of 259 pupils, are generally higher than that given for the Clerical Aptitudes Examination. Reliability is also established on each of the sixteen sub-tests.

Validity. Intercorrelations of the three aptitudes are high, ranging from .727 to .801. This is to be expected because of the overlapping of parts. Correlations with the Detroit Advanced Intelligence Test showed the relation of the intelligence part of General Aptitudes Examination to be .903, and the clerical part to be .739, compared with only .440 for the separate Clerical Aptitudes Examination. The discrepancy between the latter figures seems large even when it is considered that some parts are not identical and that different groups were used for the correlations.

Available with Test. Same materials as with the Detroit Clerical Aptitudes Examination.

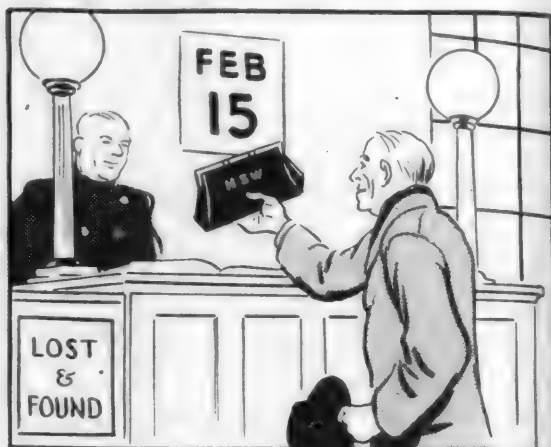
Fraternity Is Spring Luncheon Host

EPSILON CHAPTER of Delta Pi Epsilon, a national honorary graduate fraternity in business education, was host to several guests at the annual spring luncheon meeting at the College Club, Boston, on March 17. Greetings were extended by Chairman Carla Paaske, a member of the faculty of the College of Practical Arts and Letters of Boston University, and President Dorothy M. Murphy, High School, Gloucester, Massachusetts.

Vice-president Charles Sparkes introduced his colleague, Dr. Judson Rae Butler, director of school and college relations at Boston University, as the guest speaker. Dr. Butler, a noted psychologist, concluded his talk with a report on the progress of the building fund for the new Boston University campus, which is to be erected adjacent to the new College of Business Administration. Assisting Chairman Paaske were Miss Mary Cashin of West Roxbury, Massachusetts, and Miss Olga Williams of the faculty of the High School, Willimantic, Connecticut.

What Is the Law?

What disposition is made of a lost article if the loser cannot be located within a reasonable time?



A lost article belongs to the finder if the loser cannot be located within a reasonable time. The general rule of law is that the finder of a lost article has a good title as against everybody except the true owner who lost the article.—R. Robert Rosenberg.

A Creed for Advertisers

"ADVERTISING cannot create a single point of superiority in a product, nor add a single virtue to its manufacture," reads an advertisement of some years ago by N. W. Ayer & Son, Inc.

"No amount of advertising will sell a product that cannot be sold without advertising. Advertising an unworthy product simply means that a larger number of people will presently discover its disadvantages."

That is part of the creed of all advertisers who have not raised advertising to the dizzy status of a pseudoreligion, or who do not consider an advertisement which happens to meet with their full approval as an idol before which they must abase themselves.

—Advertiser's Digest

My Typing Army

EDNA L. GREGG

SINCE Christmas I have aroused enthusiasm and friendly competition by an "Army" project from that suggested by Sister M. Joseph Ellen in the December, 1943, *Gregg Writer*. Primarily, each student competes enthusiastically with his own past record, but there is also competition between the individual students in either high or low ranks; between the different sections; and between students in the beginning and advanced courses.

Basis for promotion is an average of three 5-minute timings with an *average* of not more than five errors, or an error a minute. Gross speed is considered, since accuracy is taken care of by the separate requirements. I realize that many teachers would be shocked at such a liberal number of errors allowed. However, I find that students try for much more than the limit on accuracy, and at the same time they experience a great deal less tension because the requirement is not too high.

For instance, it is an ordinary occurrence for a student to write a faster-than-ordinary timing with more than the usual errors. In order to utilize his good speed on that timing, he must cut down drastically on the number of errors in the other two he wishes to count with it for a promotion.

Since this work for both speed and accuracy is self-motivated, the students work for both with more enthusiasm. They see the impracticability of writing at a high speed with many errors, and of writing at a high degree of accuracy but too slowly. A student automatically penalizes himself for both extremes. At the same time, there is less temptation to quit or play along if he realizes he is making several errors, for he hopes to be able to offset the errors by a succeeding accurate timing.

Until the student reaches the gross average of 43 words a minute, he is considered a private. No special assignments are given him for low averages as long as he can show an improvement of as much as one word a minute over the previous week's average of his three best timings. Whenever he fails to

show this progress, he is assigned to "K.P. Duty," or "Yard Duty," or is considered "A.W.O.L.," until he can show the desired gain of one word. The last of these special classifications is quite logical, since nearly always these abnormally slow rates are due to unwarranted absence—either actually or figuratively—by absence of application.

If a student does not average 1.6 errors or less a minute on his three best timings of the week, he is placed in the "guardhouse" for "reckless driving." This means that without being timed he must type about the amount of copy he usually types in a 5-minute period (approximately 40 words), since I find the students with higher ranks seldom are in danger of the guardhouse. When he has made three copies of this material with an average of not more than five errors, he is "released from the guardhouse" and permitted to resume timed writings.

In the meantime he has received credit for the degree of accuracy that he has been able to maintain on the same basis as if he were being timed. He is also relieved of the necessity of earning a speed grade for that week. In this way the student is not penalized and I have his wholehearted co-operation, but he does not relish the distinction he receives and invariably earns his release within at least two days.

Timings are valid for promotions all during the week that they are written and may be used toward more than one promotion; but they are not good the following week. This prevents a student from relying upon past glories, and at the same time makes the steps

EDNA LYNDALL GREGG is a teacher of business subjects at Coloma (Michigan) High School. She received her master's degree from the University of Texas, and has taught in the Stewardson and Blue Mound (Illinois) Community High Schools. For the past three summers, Miss Gregg has worked in the Midwestern Area Office of the American Red Cross.

from rank to rank seem still easier. When he comes to me with bright face and eager step to present a timing he believes will make him a sergeant, I can point out as we go over his records together that just one, or possibly two, more timings at a given speed and accuracy will make him a staff sergeant. He goes back to his typewriter, often in an extra period, eager to obtain that one timing. The ranks are only 2 or 3 words apart so that the next step seems easy.

To keep the project before the students, I prepared charts from heavy cardboard with narrow strips stapled horizontally at their lower edge across the board at intervals of about $1\frac{1}{4}$ inches. Into these I slip the names printed on cardboard and the ranks printed on separate cardboards for easy adjustment. This makes rearranging the chart to show new ranks easy. The board, too, is much more neat and attractive than my plan last year of writing the names on the board.

Stapling the strips of cardboard was a problem until a friend provided me with a piece of soft lath and showed me how to staple through the cardboard into this lath. Then it is only necessary to pull the staples out by lifting up on the cardboard and to turn the cardboard over so that the staples can be fastened by means of a small hammer.

The ranks should not be too low. Last year I found many of my slower students con-

tent because they were corporals or sergeants. Two of my best students became generals by rapid progress and then did not advance. This year a student can "lose his stripes" by continued failure to progress. At the same time the requirement for private first class is high enough to adjust automatically the rest of the ranks without increasing the difficulty of advancing from one rank to the next. I did not introduce the project until the students had advanced sufficiently to feel that the ranks were not too high. I also added a commander-in-chief rating as a special inducement to the top-ranking students.

The scale we use this year is as follows:

RATING SCHEDULE			
Rank	Words	Rank	Words
Commander-in-chief	90	Second Lieutenant	60
General	85	Master Sergeant	58
Lieutenant General	80	First Sergeant	55
Major General	78	Technical Sergeant	53
Brigadier General	75	Staff Sergeant	50
Colonel	73	Sergeant	48
Lieutenant Colonel	70	Corporal	45
Major	68	Private first class	43
Captain	65	Private	Below 43
First Lieutenant	63		

NO-PROGRESS PENALTIES			
K.P. Duty	35-39	A.W.O.L.	Below 30
Yard Duty	30-34	Guardhouse	9 errors
Penalty for more than two weeks without any progress: loss of stripes.			



Bettmann Archive

What the well-dressed woman office worker wore in 1877.



News from Washington

Our Monthly Report from the Educational Front

FEDERAL bills, Senate 181 and House of Representatives 1296, call for an expenditure of \$300,000,000 a year for aid to education. Of this amount, \$200,000,000 is for emergency purposes, such as adjustment of teachers' salaries, and \$100,000,000 for continuing a program of equalization of educational opportunity.

According to Senator Lister Hill (Democrat, Alabama) who was interviewed by the educational press on March 6, the outlook for passage of Federal-aid legislation is far brighter than ever before.

Meantime, a new \$550,000,000 Federal-aid-to-education bill was introduced in Congress on March 8 by Senators James M. Mead (Democrat, New York) and George D. Aiken (Republican, Vermont). The bill has the support of organized labor, primarily the American Federation of Teachers, an A.F.L. unit.

Asked for are:

\$300,000,000—"to assist the states in more adequately financing their systems of public education, by supplementing currently available state and local funds for educational purposes, and to equalize educational opportunities among all children in public and nonpublic schools; to eradicate illiteracy; and to promote national security and general welfare through the development of education. . . ."

\$100,000,000—"to promote the health, welfare, and safety of school children by providing for . . . transportation, library facilities, textbooks and other reading materials, visual aids, school health programs, and other necessary educational projects. . . ."

\$150,000,000—"for needy persons between the ages of 14 and 20, to enable them to continue their education."

Teachers of Social Studies: The State Department is offering its best and highest talents to all those interested in learning more about foreign policy. It has just inaugurated a series of radio programs designed to bring to listeners the facts, policy, and trends of our foreign relations, especially the proposed world organization. Secretary of State Stettinius said on the first program: "I like to think that our people for the next few weeks will study, discuss, and reflect on these proposals [Dumbarton Oaks], which are so significant to the destiny of all mankind."

Vocational Guidance Counselors: The U. S. Civil Service Commission ruled recently that col-

lege education is no longer absolutely necessary to obtain a Federal position in the junior professional (P-1) levels.

More for Veterans Going to School

Overhauling the G. I. Bill of Rights educational provisions in three important aspects is recommended by the Working Conference on the Educational Program for Veterans of the National Education Association.

1. *Increase of subsistence allowances* for veterans with dependents while going to school. Suggested rates of compensation are: \$50 for a veteran without dependents; \$75 for a veteran with one dependent; \$100 for a veteran with two dependents; and \$125 for a veteran with three or more dependents.

(Note: At present, the law provides for \$50 for a veteran without dependents and only \$75 for a veteran "if he has a dependent or dependents." In other words, the number of dependents is not taken into consideration.)

2. *Repeal of Section 1505*, so as to increase the number of veterans applying for educational benefits. Section 1505 of the G. I. Bill of Rights has long been considered a joker—especially as it relates to schooling privileges. The Section provides that "in the event there shall hereafter be authorized any allowance in the nature of adjustment compensation, any benefits received by, or paid by, any veteran under this act shall be charged against and deducted from such adjusted compensation. . . ."

Some educators have maintained that this clause discouraged many veterans from taking advantage of schooling opportunities, since veterans fear that any allowances paid out for education would be deducted from future bonuses which Congress might grant them.

3. *Making the school benefits available to all veterans*, whether their education was interrupted by the war or not. At the present time, the Law assumes that only persons twenty-five years of age or younger have had their education interrupted.

Battalion Schools

Reports from London show that during the last four months an increase of 70 per cent took place in the enrollment of American soldiers in the so-called battalion schools—a voluntary system of education in the Army. Most popular classes at present are arithmetic, bookkeeping, accounting, and business subjects.



Do Your Students Know How to

Right way to speak into a transmitter—lips not more than half an inch from the mouthpiece. A low, conversational tone is best.

BUSINESSMEN want office workers who can handle simple telephone calls with courtesy and efficiency. By efficiency, telephone experts mean giving satisfactory service to the customer with minimum use of employer time and minimum use of what is often, especially in large companies, inadequate telephone equipment.

It is impossible for many expanding concerns to have as many telephones as they need or as full private switchboard service as they would like. Furthermore, less than ever before do businessmen have time to train their own employees. This situation gives the schools another way to relate their work closely to business.

The telephone company in Cleveland has one and sometimes two persons devoting full time to training workers in industrial and professional offices in Cleveland and near-by cities, as well as the new workers in their own company. These experts, with a research department at their disposal, have given the students of Lincoln High School of Cleveland, where I teach, instruction in telephone techniques as a public service.

Because I have had the privilege for the past five years of listening to these specialists talk to my business English and business training classes, and then have had the experience of giving additional practice to the pupils, myself, I may be able to offer suggestions definite enough to be of value to teachers who have not had a similar opportunity.

A teacher should start answering the telephone for the company and to save time in two things, the pupils will be given suggestions given later. First, telephone personality depends on the

Then the teacher should leave the telephone free. The problem will be taken care of. To save time, they must be

The more conscious pupils and customers' view of how calls should be handled will be. Furthermore, a teacher will tend to build desirable

A disconnected telephone makes the situation more real. It is at the left of the person free for taking notes.

The telephone company advises holding the transmitter so that a very low tone, in the office, may be used. Talking to a person, not a

For the most efficient handling of office calls, the transmitter should be held in the left hand, leaving the desk surface free for taking messages. Here is a good arrangement.



Photos courtesy New York Telephone Company.

one?

GRACE RANSOM

Wrong—the receiver is so far from the lips that the transmitter can pick up sounds only one-tenth to one-fiftieth as well as when it is held correctly.

These announcements should be given with the rising inflection of, "May I help you?" Because usage varies considerably, a pupil should be told to ask his employer how he wants incoming calls answered.

Following these preliminaries, the class is ready to work on a simple problem—perhaps that of taking an order for a large grocery store. Let a pupil volunteer to be the clerk; the teacher can be the customer. The pupil "answers the telephone" with one of the announcements on the board, and the teacher gives her name—say, some common name as *Johnson* or *Smith*—and the grocery order. Probably the pupil will repeat each item; and quite possibly, if the teacher does not give her address, the student will forget to ask for it. Perhaps the conversation ends awkwardly.

Class discussion can bring out the facts that the clerk did not know *which* Mrs. Smith placed the order; that repeating simple items that could scarcely be misunderstood is a waste of time; and that a brisk conclusion, such as "Thank you, Mrs. Smith. Your order will go out on this afternoon's delivery," will give welcome assurance to Mrs. Smith. It might also be pointed out that using the customer's name as early as possible in the conversation is a good way to cultivate a feeling of friendliness.

The teacher can try another common and rather difficult type of call—one in which the calling party asks to speak to someone who, at the time, cannot come to the telephone, or does not wish to. The quickest teaching procedure is to give the pupils a list of suitable answers, such as:

Mrs. Smith's residence.

Dr. Ranger's office, Miss Jones speaking.

Anderson and Jones Company. May I help you?

No, Mr. Smith is not here now. Do you care to leave a message?

I am sorry. Mr. Harper will not be here until two o'clock. Shall I ask him to call you then?

Won't you tell me who is calling, please? I may have a message for you.

I'm sorry, but Dr. Connor is not here now. If you will give your name, I'll call you as soon as he comes in. Your telephone



GRACE RANSOM (M.A., Oberlin College) teaches in the commercial department of Lincoln High School, Cleveland. She has had articles in the *English Journal*, the *B.E.W.*, and other publications. Miss Ransom has taught in Spokane and Los Angeles schools, and at Oberlin Business College. Gardening is her hobby.

number please? Thank you, Mrs. Brown. I'll let you know as soon as he comes.

I am sorry he can't come to the telephone now. I shall be glad to have him call you.

He asked not to be disturbed, but I should be glad to take a message.

It is better not to say:

Your name, please?

I'll see whether he is here. [It is the office girl's duty to know whether or not her employer is in the office.]

If the employer is in the office, the one answering the telephone may say something like this:

Yes, he is. May I tell him who is calling, please?

Will you hold the line, please, or shall he call you later?

Yes, he is. I will try to get him on the telephone for you.

After the class has become familiar with these answers, warn them of the danger of using set phrases until they sound mechanical.

For another type of call, let a girl take the part of a receptionist, private secretary, or general office worker. Assume that the employer is out and that the person calling asks to leave a message. The office girl may say:

Yes, I'll tell Mrs. Marshall . . . [Repeat the message.]

Surely. I will be very glad to take a message.

Surely. As soon as Mr. Jones comes in, I'll tell him . . . Will you leave your name and address, please? [Repeat the name and address.] Is that right?

Impress upon the class

the importance of getting all the necessary information before the call is terminated. Explain that if an extra call has to be made, both employer's and employee's time—as well as equipment time—will be lost.

If the person calling does not wish to leave a message, in many cases it is desirable to find out his telephone number, name, and the time he would like the employer to call him. The office girl may ask the following questions:

Is there any other way we can get in touch with you? [If telephoning is not convenient.]

When would be a convenient time for Mr. Springer to call you?

A few rules may be given for handling complaints. Avoid words like *complaint* or *trouble*. Listen to the caller's story without interrupting, even if it is long and irrelevant. Avoid the tactless phrase, "You say," which seems to cast doubt on the truth of the customer's statement. Express regret immediately. Use the client's name in addressing him or her. Get all the necessary information. Try to make a definite promise that you are sure can be fulfilled. Close the conversation in such a way that the caller will feel sure you will do everything in your power to see that the matter is adjusted satisfactorily.

Sometimes the junior worker will be required to give information. If it is necessary to leave the telephone, the worker should ask to be excused, explaining why it is necessary.

Upon returning to the telephone, the employee should address the calling party by name if possible and wait for an answer, otherwise an unimportant remark should be inserted like:

I am sorry to have been long.

I found the information for which you were asking.

This will attract the attention of the other person and the worker can proceed with more important business.

Young employees should not answer an outside question about the business unless they have been

M E S S A G E	
For	Mr. Anderson
Date	June 2, 19__ Time 4:15
By	Shirley Carter
Of	Regina Post
Address	
Phone No.	
Called on the phone	<input checked="" type="checkbox"/> in person <input type="checkbox"/>
Message	The factory has delayed the part ordered. Come in for fitting any time today or tomorrow.
Received by	A. J. P.

This message form is a usable pattern for teaching students to phrase telephone messages concisely and clearly.

specifically told that giving out information is part of their job. In case of doubt, they should ask the employer what policy to follow. Pupils find that terminating a telephone conversation is sometimes awkward. Needless goodbyes should be omitted. Here are some good ways of closing a call:

Thank you for calling, Mrs. Anderson.

Thank you, Mrs. Baker. I'll let you know soon as he returns.

Thank you, Mr. Cooper. He will call as soon as he is free.

Thank you. We shall be glad to take care of your order.

Yes, Mr. Daniels, I will see that the matter is taken care of.

Thanks should not be given unless they are in order.

Types of conversation may be varied to fit the needs of any class. If emphasis is on English, telephone conversations may be used as a means of developing an adequate conversational vocabulary, a pleasing voice, clear enunciation, correct grammatical usage, or a knack for gracious phrasing. Pupils may give and accept informal invitations, place emergency calls for the doctor, the fire department, express sympathy for illness, make explanations, or sell tickets for charity.

In a commercial class, the emphasis will probably be on business calls, but a pleasing voice, good enunciation, and correct grammatical usage are as important in these as in social calls. All the work with the telephone is directed toward helping the pupil be of the most possible service to the employer and the customer. I have always found my own classes more courteous in every way after practicing with the telephone.

While these suggestions do not cover every kind of business conversation, they do include most of the types likely to confront a beginner. Pupils who plan to do office work should practice handling simple calls until they become confident and at ease. Merely telling boys and girls how calls should be answered, without giving an opportunity for practice, only worry them and make them self-conscious on the job.

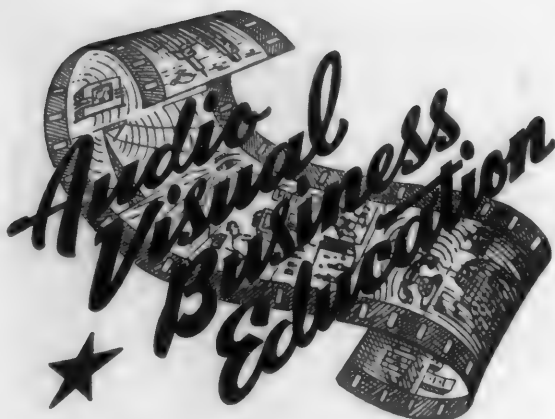
In order to give plenty of material for practice, I am listing some of the business problems that we have used. They will doubtless



Practice in taking grocery orders is a practical and interesting way of drilling students in the handling of typical business telephone calls.

suggest many others to the teacher who wishes to teach the handling of telephone calls.

1. Answer the telephone for a doctor who is not in.
2. Answer tactfully for a doctor who does not wish to be disturbed.
3. Take an order for a grocery, suggesting a substitute for an article not in stock.
4. Receive a complaint for nondelivery. Leave the telephone to get information.
5. Receive a complaint about an unsatisfactory article.
6. Answer a real estate dealer's questions about a house for sale. Do not give the address of the house.
7. Make an appointment for your employer with another businessman.
8. Make an appointment with someone to sell insurance. You are the salesman.
9. Telephone a former customer and ask whether he wants an especially good quality of Pocahontas Coal that has just come in.
10. Accept or refuse appointments for a beauty shop. Suggest services other than those requested.
11. Refuse extension of credit on a gas or electric bill.
12. Telephone a telegram.
13. Make any kind of person-to-person long-distance call.
14. Make Pullman reservations for your employer.
15. Telephone for information concerning trains.
16. Take any simple message for your employer and leave a message.



E. DANA GIBSON, Editor

SUMMER is almost here and with it comes the desire of many teachers to continue their education. Business teachers would do well to consider courses relating to audio-visual education. For those interested in this type of study, the *Educational Screen* carries in its April and May issues lists of institutions offering audio-visual classes.

Usable Aids

Facts About Fabrics. 2½ reels, sound, black and white. E. I. duPont de Nemours & Co., Inc. Wilmington, Delaware. Free rental.

Here is a film that all teachers of consumer economics will want to see and use. It discusses in detail rayon yarns, their construction, dyeing, finishing, and care. The section on the three basic types of weaves will be particularly interesting and valuable.

Audio-Visual Tools that Teach for Keeps, by Bruce Allyn Findlay.

A publication that is different—one that you will find especially usable. Unlike so many authors, Mr. Findlay has shown how audio-visual aids can be applied in the classroom—not on a theoretical basis, but by actual illustrations from materials in use today.

The two main sections, "Application of Participation Techniques" and "Application of Testing Techniques," explain, through the use of examples, each major subdivision, and show how it would be applied in high school, junior high, upper elementary grades, and lower elementary grades. By the time the teacher is through studying this pamphlet, he will know how experts use specific aids on his level of teaching.

The last part of the pamphlet applies the suggestions previously offered to an abridged motion-picture script, ending with a pictorial section that has excerpted portions of pictorial aids to drive home many of the points discussed.

It is well worth the 50 cents charged. Write to

the Office of the Superintendent, Los Angeles Schools, School Publication No. 395, 1944. I understand there are only a few copies left.

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May Bookkeeping Contest

MILTON BRIGGS

HERE is the final problem in a series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods, and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. The BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solution of this contest problem. All information necessary for participation in the contest is given here.

The Bookkeeping Contest Rules

1. Have your students work one part of the bookkeeping problem that follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to the Department of Awards, the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, N. Y.

3. With your papers send a typed list in duplicate of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. *Certificates must be earned in order.*

4. Remit 10 cents for each certificate desired. This fee covers in part the cost of examination, printing and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. These will be considered for the award

of prizes. (Teachers who do not wish to submit papers for certification, may enter in the contest, of charge, the three best solutions from each class. Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted in each division; \$2 second prize; and prizes of 10 cents in War Savings Stamps for other outstanding papers. In case of ties, duplicate prizes will be awarded.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is June 5, 1945. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

SPECIAL NOTICE

Ordinarily students must qualify for the Junior Certificate of Achievement before applying for the Senior Certificate, and they must hold the Senior Certificate before applying for the Certificate of Superior Achievement. As this is the last problem for this school year, your pupils may apply this month for all three certificates by working all three parts of the problem. Strive for this highly desirable goal. The fee of 10 cents is required for each certificate.

HERE IS THE MAY BOOKKEEPING PROBLEM

Peaceful Valley Produce Company

Read the following introductory paragraphs to your students:

Peaceful Valley Produce Company is a wholesale fruit and vegetable business. David Davenport is owner and manager of the company. Mr. Davenport buys produce in large quantities direct from the producers and sells in wholesale lots to stores, hotels, and restaurants.

Assume that Mr. Davenport employs you as bookkeeper for the Peaceful Valley Produce Company.

The Trial Balance shown here lists the general ledger accounts of this business at the close of the monthly fiscal period, April 30, 1945. Your instructions for use of these figures are given at the end of this problem. Additional information for you to consider follows: The merchandise inventory at the close of business April 30, 1945, was \$1,998.58; depreciation of storehouse and office equipment is estimated to be 1 per cent a month; and depreciation of delivery equipment, 2 per cent a month; a reserve for bad debts of 1 per cent of accounts receivable is to be set up; and additional taxes accrued total \$87.92.

Other adjustments are considered insignificant at this time.

For the information of teachers only, the adjusting entries required in this problem are:

Purchases	\$1,007.43	
Merchandise Inventory		\$1,007.43
Merchandise Inventory	\$1,998.58	
Purchases		\$1,998.58
Depreciation of Storehouse and Office Equipment	\$21.50	
Reserve for Depreciation of Storehouse and Office Equipment		\$21.50
Depreciation of Delivery Equipment	\$15.00	
Reserve for Depreciation of Delivery Equipment		\$15.00
Bad Debts	\$27.36	
Reserve for Bad Debts		\$27.36
Taxes	\$87.92	
Taxes Payable		\$87.92

PEACEFUL VALLEY PRODUCE COMPANY

David Davenport, Proprietor

Trial Balance

April 30, 1945

1 Cash	\$	534.84	
2 Petty Cash		35.00	
3 Accounts Receivable		2,735.98	
5 Notes Receivable		750.00	
6 Interest Receivable		10.45	
7 Merchandise Inventory, March 31, 1945		1,007.43	
8. Prepaid Insurance		160.00	
9 Storehouse and Office Equipment		2,150.00	
10 Reserve for Depreciation of Storehouse and Office Equipment			\$ 263.88
11 Delivery Equipment		750.00	
12 Reserve for Depreciation of Delivery Equipment			150.00
13 Accounts Payable			954.26
14 Notes Payable			900.00
15 Taxes Payable			100.04
16 David Davenport, Capital			5,500.00
17 Sales			5,536.52
19 Purchases		3,855.56	
21 Rent Expense		100.00	
22 Salaries and Wages		601.05	
23 Taxes		198.89	
24 Delivery Expense		132.88	
25 Heat, Light, and Power		109.04	
26 Advertising		166.23	
27 Office Expense		15.29	
30 Interest Income			7.94
32 Discount on Sales		70.09	
33 Interest Expense		29.91	
		\$13,412.64	\$13,412.64

Instructions to Students

ASSIGNMENT A—For a Junior Certificate
Prepare a ten-column work sheet. Use either pencil or pen and ink.

ASSIGNMENT B—For a Senior Certificate
Prepare either a Profit and Loss Statement or a Balance Sheet in report form. Use either a typewriter or pen and ink.

ASSIGNMENT C—For a Superior Certificate

Do Assignment A. Then make adjusting entries and closing entries as of April 30, 1945. Use pen and ink and regular journal paper, or plain white paper properly ruled,

both sides. Write a suitable explanation for each entry. You need not send your work sheet to New York; submit only your adjusting and closing entries for a Superior Certificate.



One-Minute Shorthand Tests

E. DANA GIBSON

In January and April, the B.E.W. published 1-minute shorthand tests on Chapters I through IX of the *Gregg Shorthand Manual*. Here are the final four tests of this series, which cover Chapters IX through XII.

ONE-MINUTE TESTS—CHAPTER IX

88 standard words: The amount of your balance without discount, \$500, must be paid immediately. You no doubt were confused by our last letter. We repeat, if you refuse to co-operate in this matter your credit privilege will be canceled. It is difficult to establish such a splendid credit record as yours, but it is absolutely essential you reciprocate for benefits derived. In absence of proof of such an attitude, you can appreciate we shall have to sue.

90 standard words: Trade is at a high level in the United States today. Main Street has established a splendid record everywhere. Fifty million dollars a day is estimated as the minimum trade amount. Our information notes the addition of a cool ten million a day as a permanent change. Financial records based on local bank deposits all over America indicate a popular trade trend built on a solid foundation—certificates of deposit and insurance policies.

92 standard words: Anyone who believed, before the war, a low tax rate essential to financial soundness, will recognize the present practice of spending a hundred thousand dollars an hour for what it is—an indication of a confused and worsening financial condition. We must hope that this attitude will change and that the banking commission will develop better financial sense before Thanksgiving. Otherwise, everyone will sustain such permanent damage that it will strike at established social institutions.

94 standard words: Our note calls for 5 per cent per annum. This is all very good on several hundred dollars or even a few thousand dollars, but our financial needs now run into hundreds of thousands of dollars. Therefore, a rate of 3 per cent or even 4 per cent must be obtained. Otherwise our business faces a repetition of last year's loss of \$50,000. Everyone knows it cannot withstand such a financial loss again. It is absolutely essential that you give this matter immediate attention.

ONE-MINUTE TESTS—CHAPTER X

96 standard words: The contractor agreed to help in the reconstruction of the postwar world. People are inclined to underestimate the destruction due to retreat and ordinary deterioration of inactive machines. Centralization of construction work may be affected. Unrestrained or uncontrolled action by individuals will aggravate present conditions and lead to a paralysis of industry. A redistribution of capital may be necessary so the contractor can get first things first.

98 standard words: The instructor found that misunderstanding had magnified a misinterpreted statement until the students attached paramount importance to anything he said. Interest and inclination to study were now disinterest and disinclination. A suspicion that he was eccentric arose. His superior anticipated that if the situation went much farther he would lose his class and self-control and that he would have to be transferred. They instructed him to use restraint and restrict himself to noncontroversial subjects.

100 standard words: McNeil, the grandfather, declared that the postman had charged him too much postage. He cited the parallel case of his granddaughter, which he said could be multiplied many times. The postmaster was inclined to overlook rather than press the incident as this disagreement would be detrimental to the post office and would magnify the latent suspicions of others. In his opinion this is not true, on account of the fact that only a few persons get great pleasure out of being disagreeable. Controlled or suppressed complaints lead to worse troubles.

102 standard words: We cannot understand how the extra discount works. Will you write our accounting department at once? Let them know what should be done in this matter. I agree that your latest declaration includes all the information it should need, but your disinclination to explain makes me suspect the transaction is detrimental to our interests. I always suspect self-interest and disinclination to talk go hand in hand. Of course this may be taking an extreme view, and this may have been misunderstood. At any rate, mail us an explanation as soon as possible.

(Please turn to page 516)

The May Transcription Tests

CLAUDIA GARVEY

Transcription Test For the Junior Certificate

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.

Letter No. 1: Mr. Thomas Drake, 9 State Street, Trenton 3, New Jersey. Letter No. 2: Poole & Company, 15 Park Row, New York 3, New York.

(Dictate at 80 words a minute)

Letter No. 1. Dear Mr. Drake: Your letter of May 14 has come to me for reply. I am glad to forward back copies of / Fact and Fancy to permit you to familiarize yourself with that publication.

I note that you will not be / prepared to discuss your advertising campaign until the middle of the month and that you prefer that I do / not call before that time.

May I suggest that, after looking over these copies of Fact and Fancy, it might be (1) a good idea to give me ten or fifteen minutes to tell you a little something about the publication / as an advertising medium. Yours very truly,

Letter No. 2. Gentlemen: We have just received your letter of May / 10, with which you enclosed proof of the Modern Watch advertisement to appear in the July issue of our / magazine.

You specify that this ad be placed on the back cover. We are sorry indeed to inform you that the (2) magazine is already made up and it is not possible to give your client the space desired.

We will / make a notation to give your client that position in the September issue. We must, however, require / an insertion order as soon as possible, asking particularly for the back cover. Yours very truly, (240 standard words, including addresses)

Transcription Test For the Senior Certificate

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letter No. 1: Miss Irene Bowman, 5 Columbus Street, Bangor 3, Maine. Letter No. 2: Mr. J. Stone, Stone Building, Muskogee, Oklahoma. Letter No. 3: Mrs. Emma Blaine, 5 First Street, Detroit 6, Michigan.

(Dictate at 100 words a minute)

Letter No. 1. Dear Miss Bowman: We have recently sent you a bill, stating that, unless a renewal to our paper was received within ten days, it would not / be sent to you after April 30.

We have no record of the receipt of either your request to retain your name on our list or the / remittance necessary to credit your subscription in advance. As we have mailed you one issue beyond the term for which you have paid and / have heard nothing from you, we assume that you have decided not to continue your subscription. We are therefore removing your name from our (1) mailing list. Yours truly,

Letter No. 2. Dear Mr. Stone: You can get a three months' extension of your subscription to our magazine by sending your / renewal now.

We have good reason for making this offer. Your subscription will shortly expire. If you allow it to lapse and then renew later, / it will mean a great expense to us because of the adjustments necessary to stop and then resume service.

If you will save us this / expense by mailing your check with your renewal order, we will pass along this saving by extending your subscription for fifteen months (2) instead of twelve. You will also save yourself the annoyance of a break in your subscription.

Fill out the form at the bottom of this letter and / we will give you three additional months of this invaluable service without charge. Very truly yours,

Letter No. 3. Dear Mrs. Blaine: About the first of next month you will receive a copy of our magazine for examination. We submit this copy, believing that the purpose / underlying the publication of this magazine will appeal to you.

Service to the reader is our first consideration. To those who (3) are interested in cultural improvement, the magazine will give a better acquaintance with art, literature, and science, and thus / enable the reader to get greater satisfaction out of life.

We would suggest that you fill out the enclosed subscription blank at once and / return it to us so that you may be sure of the next and succeeding issues without interruption. Yours truly, (400 standard words, including addresses)

Transcription Test For the Superior Certificate

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 30 words each.

Letter No. 1: Mr. Amos Crown, 16 Canyon Road, Plainview, Texas. *Letter No. 2:* Mr. James Thorpe, 20 Bank Street, Des Moines 2, Iowa. *Letter No. 3:* Mr. J. G. Ellis, Box 19, Dover, Delaware.

(Dictate at 120 words a minute)

Letter No. 1. Dear Mr. Crown: Within a day or two the May issue of *Fact and Fancy* will reach you. This will be the third copy of our magazine supplied on your order of March / 6.

We are certain you found each issue met your expectations and that you want to continue receiving the magazine.

We therefore remind you that we have not yet / received your check in payment of your subscription. As we do not customarily supply more than three issues on a billed subscription, we hope you will send us your

check / promptly so that the June issue may be forwarded as soon as it comes off the press. Yours truly,

Letter No. 2. Dear Mr. Thorpe: In asking you to subscribe to a new publication (1) we realize that what suits others may not suit you. This is particularly true of our magazine *Fact and Fancy* because it is very different from / anything that has heretofore been published.

So we have arranged, beginning next week, to provide a limited number of introductory subscriptions at \$1. / We cordially invite you to avail yourself of this opportunity to acquaint yourself with our magazine.

The next twelve issues will acquaint you with the paper. / You will learn to depend on it for the interesting factual articles and will enjoy completely the relaxation afforded by the unusual tales in (2) each and every issue.

I am enclosing a stamped postcard. Fill in the address at which you wish to receive *Fact and Fancy*. Do not send the dollar now; simply mail / the card at your earliest convenience. The next twelve issues will come to you beginning at once. Yours truly,

Letter No. 3. Dear Mr. Ellis: We plan to print a pamphlet of testimonial / letters from our readers, to be used by our solicitors in procuring additional subscribers.

As you have been a loyal supporter and a constant / reader of our publication, we should appreciate a letter of commendation from you to be used as stated.

What we desire is your frank opinion as to (3) the merits of our magazine. Yours very cordially, (400 standard words, including addresses)

How to Participate In the Transcription Test Service

1. Names and addresses are to be dictated *before* the letters themselves are dictated and need not be read at any set speed. To eliminate error in the spelling of unusual names, the names and addresses may be written on the blackboard.

2. Dictate at the indicated speed the letters designated for the grade of certificate your students wish to earn (80 for the Junior; 100 for the Senior; 120 for the Superior).

3. No preliminary reading of notes or help from any source is permitted before timing of transcript starts.

4. The maximum time allowed for the transcription of the Junior test is 24 minutes; for the Senior test, 27 minutes; for the Superior test, 20 minutes.

5. The above time limit includes all proof-reading and correction of errors and the use of the dictionary, which is permitted during transcription.

6. Each transcript must contain the student's name, complete school address, and teacher's name. The length of time required to transcribe all letters should appear on the first letter only.

7. No carbons or envelopes are required. The shorthand notes are *not* to be sent.

8. An entry form consisting of a typewritten list of participants, indicating both the dictation and transcription speeds, should be submitted with the transcripts.

9. To arrive at the transcription speed, divide the number of minutes required for the transcription into the total word count of the dictated material. For example: a Junior test of 240 words transcribed in 10 minutes gives a transcription speed of 24 words a minute.

10. The fee for examining each pupil's transcripts for each one of the three certificates is 10 cents. Remittance in full must accompany each shipment of transcripts. Ask us about the easy way to send remittance through the use of B.E.W. stamps.

11. Transcripts are judged solely on a *mailable-letter* basis. Errors that make letters unmailable include: misspelling, untidy erasure, uncorrected typographical error, serious deviation in wording, and poor placement.

12. A Certificate of Achievement will be awarded each student whose transcripts meet an acceptable standard. Transcripts not considered eligible for certification will be marked and returned.

Send all transcripts by first-class mail or by express (they cannot be sent by parcel post) to: The B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

Flash! First-Prize Winners

INTERNATIONAL BOOKKEEPING CONTEST

Senior High School, Kent, Washington. *Jessica Stevenson.*

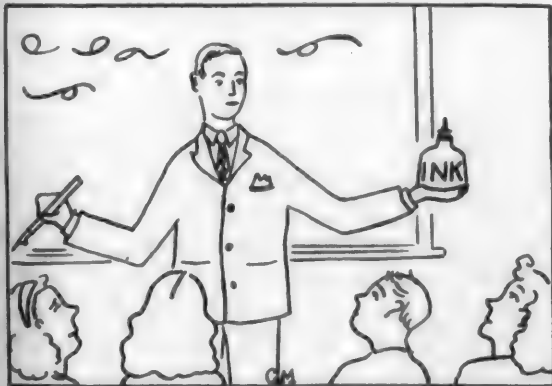
Saint Louis Academy, Lowell, Massachusetts.
Sister Agnes-du-Sauveur, Sister Paul-du-Sacre-Coeur, Sister Eustelle-de-l'Eucharistie.

West Virginia Business College, Clarksburg.
Ruth Ramsey.

AS TEACHERS, WE OFTEN LOSE sight of the fact that we are teaching for the benefit of the pupils first, and secondly, for the personal benefit which may accrue to us for our share in the work. To say that one does too much for the pupils in order to attract and educate them is not sound; for what other purpose does the teacher exist if not for the benefit of mankind? Surely, a teacher should not look upon his work in the classroom as a business enterprise or merely as a source of revenue or livelihood. If he does, then, he misses the joy that comes to one who teaches, primarily for the benefit of mankind, to one who gives himself to the task of shaping the character and behavior of youth for the betterment of the individual and of society at large. All the great teachers throughout the centuries, from Plato and Aristotle up to the present, have looked upon the teaching profession in that light. One who reasons otherwise may put on a bold front; he may be liked and even admired, but he fails in his work and he loses sight of the purpose of his profession.—*Brother Lawrence Ephrem, F.M.S., St. Ann's Academy, New York City*

Oh, but that's different!

GIL KAHN



Teacher strives constantly to get shorthand pupils to develop the habit of checking their ink supply before dictation starts,

BUT



there is always at least one pupil who runs out of the precious fluid right in the middle of a "take."

The Lamp of Experience

HARRIET P. BANKER, Editor

A PART of each of our monthly commercial-club program is devoted to a business contest. These contests have proved to be a very interesting feature. So far, we have used as test material the "A, B, C's of World Rivers," in the November, 1944, issue of the BUSINESS EDUCATION WORLD and other similar matter.

The following test, which I prepared for one of our meetings, may prove interesting to other commercial-club sponsors. For convenience, the jumbled parts of the typewriter and the key are given here. In giving the test, the members participating would be given only the list of jumbled parts.

- | | |
|----------------------|------------------|
| 1. nydrecli | cylinder |
| 2. ysek | keys |
| 3. rappe erts | paper rest |
| 4. apcse arb | space bar |
| 5. ingrmaal opsts | marginal stops |
| 6. cbka aesprc | back spacer |
| 7. eaprp iugde | paper guide |
| 8. einl cespa ervel | line space lever |
| 9. grcairea | carriage |
| 10. ainmgr easlree | margin release |
| 11. nlie geuag | line gauge |
| 12. yrcnlide sbokn | cylinder knobs |
| 13. onrbri acnriodti | ribbon indicator |
| 14. prpae elraese | paper release |
| 15. fsthi okcl | shift lock |

The winner at each contest is given a prize.
—Olga Alber, Rosedale Junior-Senior High School, Kansas City, Kansas.

Practical Pointers on Typewriter Ribbons

Most typewriter ribbons are 1/2-inch wide; the spools, however, on which the ribbons are wound differ. Because of wartime restrictions, these spools, instead of being made of metal, are made of wood and, therefore, cannot be used on the machine. The original metal spools that come on every typewriter should, therefore, be kept; and the new ribbon should be wound on them.

So long as the typist knows the width of the ribbon, the model of the typewriter on which the ribbon is to be used does not matter. On standard-sized machines, the full length of the ribbon should be used. On a portable typewriter, use half the length of the standard ribbon.—Sophie Miller, Kingston, New York.

Our Gregg Squadron

The device described here proved to be effective in creating interest in a review of the *Gregg Manual* preparatory to the students' taking the final examination in shorthand.

We procured a map showing all the Truk Islands and placed it in the center of a large chart, at the top of which we placed a red, white, and blue *V for Victory*. Then, around the islands, we printed the names of the students forming the Gregg Squadron—in command of one of the students, who was given the rank of lieutenant commander. At the lower extremity of the chart, we placed a Rising Sun, with its rays extending toward the islands. Across the top of the entire chart were printed the good wishes of the instructor: "Good luck to you, Gregg friends of mine."

Each day one unit of the *Manual* was reviewed; and, at the end of three units, which is also the end of a chapter, a test was given. If a student failed the test, he was said to have crashed. A cord was then run from his name and the island he was specifically to defend to the center of the Rising Sun, and he was thus a prisoner of the Sons of Heaven.

A passing grade was required for the next chapter before the student could escape and return to his base and his comrades of the Flying Gregg Squadron.—Arthur William Moore, High School, Plummer, Minnesota.

Personal Typing

Not only do I permit students to bring outside work to typing class, but I also encourage their doing so—themes, recipes, typing for notebooks, business letters for Dad, business and even friendly letters of their own. Such practical work encourages the personal use of a typewriter when the course is finished. To keep this personal work from confusing the record of textbook work, I assign four days of work rather than five from the text.—Ardis Pumala, High School, Gilbert, Minnesota.

School News and Personal Items

BERNARD F. BAKER, who has been a member of the Research Staff of the Bureau of Curriculum of the Chicago Public Schools since 1940, has been appointed City Supervisor of Vocational-Business Education. He has had extensive business and teaching experience. He received his master's degree from Northwestern University and is working on his doctorate at that institution. He is a member of Alpha Kappa Psi and is active in several business education associations.

MRS. MARGARET H. ELY, assistant professor of secretarial studies at Margaret Morrison Carnegie College, Carnegie Institute of Technology, Pittsburgh, has been awarded the degree of Doctor of Education by New York University.

Dr. Ely, who is co-author of *Problems of Teaching Typewriting* with Drs. Lomax and Reynolds, has compiled a thesis, "A Source Book of Gregg Shorthand for Teachers." She has also had an article, "Integration of Shorthand, Typewriting, and English," published in the 1941 Yearbook of the E.C.T.A.

During her business and teaching career, Dr. Ely has been secretary to the chief engineer of the Pennsylvania Water Company, teacher of commercial subjects at Turtle Creek (Pennsylvania) Union High School, has taught shorthand methods and demonstration classes during ten summer sessions at N.Y.U., and has been at Carnegie Institute of Technology since 1926.

LAWRENCE L. BETHEL, director of the New Haven Y.M.C.A. Junior College, Connecticut, has been elected president of the American Association of Junior Colleges for 1945-1946. Because the twenty-fifth annual meeting of the Association, which had been scheduled for St. Louis in February, was canceled, the election was held by mail in March.

Other officers were elected as follows: *Vice-presidents*: Roscoe C. Ingalls, Los Angeles City College, California. *Executive secretary*: Walter C. Eells, Washington, D. C. *Convention secretary*: Theodore H. Wilson, University of Baltimore Junior College, Maryland. New members of executive committee: Roy W. Goddard, Rochester (Minnesota) Junior College; Joseph E. Burk, Ward-Belmont Junior College.

The annual report of the executive secretary shows 517 members, the largest membership the Association has ever had, even though 90 junior colleges have been forced to suspend on account of wartime conditions.

MISS MARY C. PRITCHARD, senior education supervisor for the Bureau of Business Education of the New York State Education Department, has retired, and LOUIS A. ROSETTIE, teacher of business subjects in Kenmore, New York, has taken her place.

A senior supervisor of business education for the State of New York devotes most of his time to the supervision, preparation, grading, and record keeping in connection with Regents examinations in business subjects. He is also available for conference work and spends about 30 per cent of his time visiting schools for the purpose of assisting teachers to improve instruction.

Miss Pritchard has been employed in the New York public schools for forty-five years. She became chief examiner of Regents examinations in business subjects in 1920, and was promoted to senior education supervisor in 1940.

She is well known by teachers of business subjects as a result of her activities in helping them improve their grading of the Regents examinations, and for her frequent appearance at teachers' conferences in all parts of the state.

Miss Pritchard has not announced definite plans for the future, except to state that she expects to continue to live in Albany and to enjoy her well-earned leisure thoroughly.

MR. ROSETTIE was graduated from Plattsburg (New York) State Teachers College, and received his master of science degree in education from the University of Buffalo. He has taught business subjects at Silver Creek High School, Kensington High School in Buffalo, and Richburg Central School, all in the State of New York. For the past seven years, Mr. Rosettie has been a member of the University of Buffalo faculty, and has also taught courses at Canisius College in Buffalo.

DR. L. D. HASKEW, director of teacher education at Emory University in Atlanta, Georgia, was recently named executive agent of a new teacher education committee of the American Council on Education. Dr. Haskew assumed his new duties on April 1 in the New York headquarters. He will be on leave from the University for eighteen months.

The Council has also announced that Dr. Haskew will direct a program of co-operation with national, regional, state, and local agencies for increasing teacher supply and improving teacher education.

CHARLES GREENWOOD ALLEN is retiring temporarily after completing fifty years of teaching in the Albany (New York) Business College. Albany Business College, founded in 1857 as one of the Bryant and Stratton chain of schools by SILAS SADLER PACKARD, founder of the Packard School of New York City, occupies a distinguished place in business education. It is now under the leadership of PRESIDENT PRENTISS CARNELL.

Mr. Allen, an outstanding teacher of shorthand and the department head, has contributed in substantial measure to the success of many students who have had the good fortune to study under his direction.

ALBERT C. FRIES, assistant professor and chairman of the Department of Business Education of Northwestern University, has recently received the Ed.D. degree from New York University. His dissertation is entitled, "The Study of Business Education in Secondary Schools of Illinois (excluding Chicago)." Dr. Fries received his master's degree from the University of Illinois, and is a member of Pi Omega Pi, Phi Delta Kappa, and Delta Pi Epsilon.

FRANCIS W. NOEL, well known to B.E.W. readers as co-author with Mrs. Noel (the former Elizabeth Goudy) of the series on audio-visual aids that ran for several months last year in this magazine, has been appointed head of the Division of Audio-Visual Education for the state of California. His headquarters will be at Sacramento.

Mr. Noel was recently released by the Navy after rendering significant service in the development of audio-visual aids for the Navy training program. He also accompanied Commissioner of Education Studebaker to London, serving in a supervisory capacity during the discussions on the proposed international education program.

MISS MARIAN W. SPEELMAN of San Diego, and C. GERALD RIDOUT of Los Angeles were married on March 3. Mrs. Ridout, a graduate of the University of Iowa and of Gregg College, has also done postgraduate study at the University of Southern California. Formerly a member of the faculty of Hammond (Indiana) High School, Mrs. Ridout is now teaching business subjects at San Diego High School and will remain there until the end of the school year before joining her husband in Los Angeles.

Mr. Ridout, recently discharged from the U. S. Army Air Force, holds a B.S. degree in petroleum engineering from the University of

Washington. He was awarded the Silver Star, Distinguished Flying Cross, Air Medal with seven clusters, Purple Heart with two clusters, and the Presidential Citation with two clusters.

ELMER C. STOTTS, founder of the Charleston (West Virginia) School of Commerce, died on March 9. Born and reared on a farm near Quaker City, Ohio, Mr. Stotts graduated from Marion (Indiana) Normal College, and taught for a number of years in the rural schools of Ohio. He had been constantly engaged in teaching since 1902.

For several years, Mr. Stotts taught in a business college at Marietta, Ohio, and for three years was with the famous Dunsmore Business College of Staunton, Virginia. During that period he also taught in Mary Baldwin Seminary.

In 1917, Mr. Stotts went to Charleston to teach commercial subjects, and in 1920, he and A. H. DAINGERFIELD, now owner and manager, founded the Charleston School of Commerce.

Mr. Stotts was a member of the Masonic Blue Lodge, the Kiwanis Club of which he was past president; Modern Woodmen of America; Grandparents Club; and the Friends Church.

LEWIS B. MATTHIAS, for thirty-two years head of the Commercial Department of Central High School, Bridgeport, Connecticut, died in his home on March 9 at the age of eighty-five. He is survived by his wife.

Mr. Matthias was treasurer of the Eastern Commercial Teachers' Association for thirteen years, and at one time was secretary of the Connecticut Audubon Society, president of the Central Chautauqua Circle of Bridgeport, and a scoutmaster. A thirty-second degree Mason, Mr. Matthias was also secretary of the First Methodist Church of Bridgeport.

Born in Minerva Village, Ohio, he received his early education in Louisville, Ohio, and graduated from Mt. Union College in Alliance. In 1898, he came to Bridgeport and began teaching commercial subjects in the high school.

LUKE W. PEART, member of the Board of Directors of the National Council of Business Schools and president of Heald Colleges at Oakland, San Francisco, Sacramento, and San Jose, California, died February 17, after three days of illness. He was seventy-four years old. For years Mr. Peart served the California private business schools as their legislative representative.

Henry C. Morrison

WHEN Henry C. Morrison died on March 19, every teacher lost a friend and helper. His garden held a place in his heart second only to his interest in teaching, and it was singularly fitting that he should have died suddenly in the garden of his home in Chicago.

It was characteristic of the hard-headed Yankee schoolmaster he was, that he should have entitled his great work *The Practice of Teaching in the Secondary School*. The book itself fulfills the promise of the title. It is severely practical, the sort of thing any teacher can put into use in her own classroom.

The *New York Times* says that that book "has been distributed more widely than any other book on instructional methods." Any teacher, and especially any teacher of business education, wishing definite help with definite teaching problems can always find that help in its pages.

In spite of the emphasis on secondary schools in the title and in the contents of the book, the teaching practices described and the philosophies on which they are founded are equally applicable to most elementary school problems and to most college teaching problems.

The article in the *New York Times* reminds us that Morrison was one of the early advocates of the abolition of report cards and of the customary percentage or letter-grading systems.

Although not a specialist in the field of business education (being on his own confession a "one-finger typist"), Morrison enunciated thirty years ago the principle that must guide vocational business education in the secondary school if it is to survive. This is generally called "the mastery principle." His point is well taken as regards any school subject but is absolutely essential to the proper teaching of vocational business subjects. It is that the learner does not have a 40 per cent or 60 per cent or 90 per cent knowledge of a subject. Either he has mastered it, or he has not. This is especially true in secretarial work where we must realize that the learner either can produce mailable transcripts or cannot—there are no intermediate grades of stenographic ability.

Morrison's attitude toward credits and grading was admirably expressed in a comment he made to me one summer. Although, as already stated, Morrison was not a specialist in business subjects, he graciously consented to address the teachers' summer session at Gregg College one year. Having given his talk to the 200 teachers assembled there, he expressed some astonishment at the size of the group. When he was informed that this large group had come from

all over the United States only for the purpose of learning improved techniques of teaching business subjects, without "college credit" of any sort, Morrison said earnestly: "I am happy that I have lived to see the day when people will come to school to learn, rather than to pile up credits. This experience has been a real privilege for me."

Morrison received many academic honors and was the author of many books in addition to *The Practice of Teaching in the Secondary School*, which continues to have so strong an influence in improving techniques of instruction throughout this country. However, long after his honorary degrees and association memberships have been forgotten, he will be remembered as one of the few great teachers (the word *teacher* is purposely used rather than *educator*) in the great line beginning with Froebel and Pestalozzi in the Old World and carrying on with Horace Mann, Sequoya, and Mark Hopkins in this country.—Louis A. Leslie



Most-Used Filing Terms

MISS Clarissa Hill's filing class at the University of Florida, Daytona Beach, last summer, made a list of typical filing terms. Following are a few of them. Do your students know the meaning of all of them?

ampersand	periodic transfer
captions	photostat
channel for rod	position of tabs
projection	reading a file
classification list	reference shelf
coding	relative index
collated	releasing mail
cross reference form	rod projecting
cuts of tabs	rough sorting
Dewey Decimal	scoring of folders
classification	sequence
document file	sheet follow-up
duplex-numeric	solid cabinets
system	Soundex
expansion folder	staggered arrange-
fanning cards	ment
filing procedure	subdivisions
follow-up	substitute card
follower	tickler
indexing	units of filing
inspecting	vertical or upright
obsolete	units
out guide	visible records
pending file	

—N. Mae Sawyer, American Institute of Filing

On the Lookout

ARCHIBALD ALAN BOWLE

57 The new HP-16 Power Booster is the latest development of the Talk-A-Phone Electronic Laboratories. The X-tra Power Booster will work with the majority of intercommunication systems. By merely pressing one of the buttons marked "Power," you throw the instrument into action and the voice goes out with sufficient power to be heard in various sized rooms. However, the unit is so designed that when the answer is received from the outlying station, the voice comes through at regular reduced office volume, which will not disturb the occupants of the central office.

58 Remington Rand's new twenty-page booklet, *Planning the School Library* is excellent help for schools. Filled with floor plans and numerous illustrations of modern school libraries, this booklet is supplemented by brief discussions of accepted practices in the library field.

59 Louis Melind Company offers to school executives a helpful booklet, *101 Office Shortcuts*. This twenty-page pamphlet tells how to obtain a maximum of output with a minimum of office personnel, and has many excellent tips on efficiency in the school office.

60 Cardinell Corporation has a few new items that may appeal to our readers. Ink-out is the original patented single fluid ink-eradicator, offering the following advantages: Eradicates permanently; is applied in one opera-

tion; permits quicker rewriting; contains no acid; and will not leave a brown stain. Don't take this last remark as meaning that all other ink-eradicators leave stains because they do not.

61 Now available in wood, with no priority required, are the Atlas Stencil Files. All models are equipped with steel hangers on which to hang the used stencils. Stencils are suspended vertically—two on each hanger—free from damage by folding, creasing or wrinkling. They hang devoid of pressure, without the use of paper separators. Stencil adhesion is reduced to a minimum, because a film of air circulates between the stencils. Stencils are quickly located; the 2-inch open-window-type indexes are visible.

62 The new Markwell staple-master has a new automatic load lever; a capacity of 250 staples; can be used to tack into wood; will pin for temporary fastening; and staples up to seventy sheets.

63 The new synthetic rubber cement is the first of its kind. It defies oxidation, thus assuring permanence and safety in mounting photographs, drawings, labels, and other valuable papers. Its clear, transparent film will not wrinkle or discolor thin paper. Any excess can be easily-rubbed off with a finger. Available now at your usual source of supply in four-ounce bottles (with brush) and in pint, quart, and gallon containers, Supergrip Cement 30 is a product of the B. B. Chemical Company.

64 The new Wabash quick-reference check file makes possible quick reference to checks. It pays for itself in no time, the makers claim. Any school office having 300 or more checks a year needs this.

65 The Automatic Pencil Sharpener, Division of Spengler Loomis Manufacturing Company, announced recently that manufacturing of the following four models of pencil sharpeners has been resumed: Giant, Transparent Receptacle; Dexter No. 3 Transparent Receptacle, Dexter Draftsman Transparent Receptacle, and Special Draftsman Transparent Receptacle.

The purchase of steel and other materials for the manufacture of pencil sharpeners has been authorized by the War Production Board, the company stated, but only 50 per cent of the materials used in 1940 may be put into production. Consequently there will be a limited quantity of sharpeners available for civilian use. No change in prices will be made, according to the announcement.

A. A. Bowle

May, 1945

The Business Education World

270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:
57, 58, 59, 60, 61, 62, 63, 64, 65

Name

Address

Business Co-operates

(Continued from page 472)

This year, the student will take with him a reference book that he has made up himself. It will contain condensed rules for filing, condensed rules for punctuation and arrangement of letters, a list of his own "spelling demons," and anything else which he believes will be helpful for reference.

What have the students gained during these four weeks of training? They have worked in offices from one to five o'clock, five days a week. The time that they have lost from class amounts to about twenty-seven clock hours, but they have gained three times that amount in actual office practice. At the close of the semester, when each student prepares his job-qualification sheet and fills out his first application blank, he is permitted to state that he has already had two full weeks of business experience and may give his co-operating employer's name as a reference.

Frequently, this training period has been so satisfactory to both student and employer that the student returns as a full-time employee when he finishes school. Occasionally, he is hired back as a part-time employee until the school year ends. If we feel that we can give him full credit for his secretarial practice course, he may work afternoons during the last quarter of the school year. This is principally a war-time measure.

Interesting by-products have developed since the beginning of this training program. In almost every office on our campus, the trainees entering are received and instructed by former graduates of the secretarial practice class of the Spring Valley High School. This makes a fine basis for understanding and co-operation. This year we have a new co-operating employer, as one of our former commercial department instructors has accepted a position with a manufacturing concern in the town and is now volunteering his co-operation in our training program.

As I said before, the program is never static, but always fluid and changing; and the changes tend to make it stronger and better. The class is small; the hours we can use are limited; but enough interested employers have made their offices available to make good training possible. We have cut our coat according to our cloth, and we think it fits.

Off the Press

Business Education Index—1944

Delta Pi Epsilon, business education's honor graduate fraternity, announces the publication of its fifth annual index of writings in the field of business education.

This service project was initiated with the publication of the 1940 Index. In 1943, in addition to the annual index, the fraternity also issued a 64-page *Bibliography of Research Studies in Business Education* for the period, 1920-1940.

These valuable references are being published by the BUSINESS EDUCATION WORLD and may be obtained from it at the prices quoted below. Every business educator will find a complete set of these publications a most desirable addition to his professional library.

The 1944 Index was compiled and edited by Dr. M. Herbert Freeman and Edith Tuchman of Alpha Chapter, New York University. Business education articles are indexed both by author and subject and were selected not only from business education periodicals but also from general education magazines and yearbooks.

Fill out and mail

THE BUSINESS EDUCATION WORLD
270 Madison Avenue
New York 16, New York

Please send me the following Delta Pi Epsilon publications:

- ☐ Business Education Index — 1944 @ \$1.25
- ☐ Business Education Index — 1943 @ 1.00
- ☐ Business Education Index — 1942 @ .75
- ☐ Business Education Index — 1941 @ .75
- ☐ Business Education Index — 1940 @ .75
- ☐ Bibliography of Research Studies in Business Education, 1920-1940 — @ 1.00

Amount enclosed \$..... Bill me ☐

Name

Address

City.....Zone.....

State.....



Summer School Directory Supplement

Many schools that will offer commercial teacher-training and tent subjects this summer were listed in the April B.E.W. This is a supplementary list.

ALABAMA

UNIVERSITY OF ALABAMA, University. Two terms: June 11-July 20; July 23-August 25. C. E. Williams, Director.

ARKANSAS

STATE TEACHERS COLLEGE, Conway. Two terms: May 29-June 30; July 2-August 5. C. C. Calhoun, Director and Department Head.

COLORADO

UNIVERSITY OF COLORADO, Boulder. One term: June 28-August 24. Dr. Harl R. Douglass, Acting Director; Helen B. Borland, Department Head.

DISTRICT OF COLUMBIA

THE AMERICAN UNIVERSITY, Washington 16, D. C. Two terms: June 11; July 30-September 14. Peter P. Stapay, Department Head.

GEORGIA

GEORGIA STATE WOMANS COLLEGE, Valdosta. Two terms: June 12-July 17; July 18-August 21. Dr. J. A. Durrenberger, Director; Miss Oleen Majors, Department Head.

GEORGIA TEACHERS COLLEGE, Collegeboro. Two terms: June 11-July 13; July 17-August 22. Marvin S. Pittman, Director; Mrs. Veda Brice Gibson, Department Head.

ILLINOIS

UNIVERSITY OF ILLINOIS, Urbana. One term: June 11-August 4. Dr. Robert B. Browne, Director.

INDIANA

CENTRAL NORMAL COLLEGE, Danville. Two terms: June 11-July 13; July 16-August 17. Dr. P. R. Hightower, Director; Mrs. Blanche M. Wean, Department Head.

INDIANA UNIVERSITY, Bloomington. One term: June 25-August 18. Herman B. Wells, President; Elvin S. Eyster, Department Head.

IOWA

DRAKE UNIVERSITY, Des Moines. Two terms: June 11-July 20; July 23-August 31. Dr. H. G. Harmon, President. L. E. Hoffman, Dean of Commerce.

MICHIGAN

FERRIS INSTITUTE, Big Rapids. Two terms: 28-June 29; July 2-August 3. Dr. M. S. W. President; K. G. Merrill, Department Head.

WAYNE UNIVERSITY, Detroit. Four terms: June 11-July 28; July 30-August 11; August 13-August 25; July 30-September 8. Robert M. Magee, rector; J. L. Holtsclaw, Department Head.

WESTERN MICHIGAN COLLEGE OF EDUCATION, Ypsilanti. One term: July 1-August 12. Dr. E. Wilds, Director; Arthur L. Walker, Department Head.

MISSOURI

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. One term: May 29-August 3. Uel Lamkin, President; Inez R. Lewis, Department Head.

ST. LOUIS UNIVERSITY, St. Louis. One term: 18-July 28. Paul C. Reinert, S. J., Director; Murray Cantwell, Department Head.

NEBRASKA

NEBRASKA STATE TEACHERS COLLEGE, Chadron. One term: June 4-August 3. Dr. Wiley G. Brown, President; Maude Ummel, Department Head.

UNIVERSITY OF OMAHA, Omaha. Two terms: 4-July 6; July 8-August 11. E. M. Hosman, rector; John W. Lucas, Department Head.

NEW MEXICO

THE UNIVERSITY OF NEW MEXICO, Albuquerque. One term: July 2-August 25. Dean S. T. Manning, Director; Eva M. Israel, Department Head.

NEW YORK

CHAUTAUQUA SUMMER SCHOOLS, Chautauqua. 9-August 17. Dr. Rollin H. Tanner, Director of New York University Division; Alfred H. Quinn, Department Head.

NORTH CAROLINA

EAST CAROLINA TEACHERS COLLEGE, Greenville. Two terms: June 7-July 13; July 16-August 24. H. J. McGinnis, Director; Dr. E. R. Brown, Department Head.

MEREDITH COLLEGE, Raleigh. June 11-August 11. Carlyle Campbell, President (Director); Dr. W. H. Popham, Department Head.

OHIO

STATE UNIVERSITY, Kent. Two terms: June 11-July 27; July 30-August 31. Fren Musselman, Director; Dean Arden L. Allyn, Department Head.

WENDELL COLLEGE, Springfield. Two terms: June 11-July 14; July 16-August 19. Wendell Nystrom, Director; D. T. Krauss, Department Head.

OKLAHOMA

W. A. & M. COLLEGE, Goodwell. Two terms: May 28-July 20; July 20-August 20. Mar-McKee, Registrar.

OREGON

UNIVERSITY OF OREGON, Eugene. Two sessions: June 18-July 23; July 24-August 29. Dan E. Clark, Director; Victor P. Morris, Department Head.

PENNSYLVANIA

COLLEGE, Jenkintown. June 4-July 13. Ruth Higgins, Director.

WOOD COLLEGE, Scranton 9. June 29-August 13. Sister M. Cuthbert, Director; Sister M. Ananias, Department Head.

PENNSYLVANIA STATE COLLEGE, State College. July 10-August 10.

UNIVERSITY OF PITTSBURGH, Pittsburgh 13. June 10-August 3. F. W. Shockley, Director; Dr. D. Lessenberry, Department Head.

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 10-August 17. J. A. Stoddard, Director; George Olson, Department Head.

SOUTH DAKOTA

STATE NORMAL SCHOOL, Madison. Two terms: June 4-July 17; July 19-August 11. V. Lowry, President.

DAKOTA STATE COLLEGE, Brookings. Two terms: June 11-July 18; July 19-August 25. Dr. E. Jackson, President; Mrs. Esther Kors, Department Head.

TENNESSEE

TEACHERS COLLEGE, Murfreesboro. Two terms: May 21-June 30; July 2-August 10. Dean C. Beasley, Director.

TEXAS

TEXAS AGRICULTURAL COLLEGE, Arlington. One term: June 4-August 29.

SOUTHERN METHODIST UNIVERSITY, Dallas. One term: June 26-August 18. Dr. C. A. Nichols, Director; Mrs. Virginia Baker Long, Department Head.

COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 4-July 14; July 17-August 25. Dr. E. N. Jones, President; J. R. Manning, Department Head.

TEXAS STATE TEACHERS COLLEGE, Canyon. One term: June 5-August 10. Dr. J. A. Hill, President; Dr. Lee Johnson, Department Head.

UTAH

UNIVERSITY OF UTAH, Salt Lake City. Two terms: June 11-July 20; July 24-August 24. John T. Wahlquist, Director; Dilworth Walker, Department Head.



Satisfactory or Unsatisfactory?

It is often contended that a grading system determined by actual performance of all pupils on the same grading scale involves competition between individuals, that this is evil, and that it should therefore be destroyed. In its place should be set up a system in which the individual competes with himself and strives for improvement. Effort and improvement are to be regarded above performance and perfection.

We would not accept this principle one minute in real life. No one would contend for employing a teacher who was conscientious, sincere, and who tried hard, but who did not possess enough intelligence to do satisfactory work. Rather, a teacher is desired who does excellent work whether or not she performs to the maximum of her ability.—*Cracker Brown, Louisiana Schools*

The

PENNSYLVANIA

STATE COLLEGE

Summer Session

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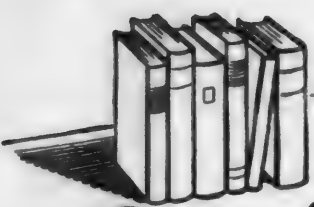
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YOUR Professional Reading

JESSIE GRAHAM, Editor

Today's Techniques

Arthur H. Rice, Editor, *First Yearbook of the School Public Relations Association*, 1354 Broadway, Detroit 26, 259 pages, \$2.

"America's schools can no longer afford the luxury of silence concerning their public relations." This is the message of the president of the School Public Relations Association, who points out that the existence of a public service today is dependent upon a widespread understanding of its objectives and accomplishments. If the work of the school is understood by all of the people, and the school people try to understand the community, there is sure to be generous public support of the schools.

Each chapter of this book is written by a practical worker in the field of public relations for schools. The first chapter deals with the "Teacher's Public." The teacher is reminded that her public is in the classroom, among fellow teachers, in the families of pupils, among the citizens of the community.

In another chapter, there are instances of good news stories about the schools, with an analysis of what constitutes news value. How to deal with lawmakers and how to meet organized objections are treated in detail. There is a chapter on working with the P.T.A. and other groups. There are chapters, also, on the preparation of books about the schools, with helps on technical matters.

In this book we have opportunity to receive guidance from experts in this important field.

Occupational Therapists

The Outlook for Women in Occupations in the Medical Services, Bulletin 203, No. 2, Women's Bureau, U. S. Department of Labor, Superintendent of Documents, Washington 25, D. C., 1944, 15 pages, 10 cents.

The Women's Bureau is preparing a series of booklets on occupations to show wartime changes and the effects of these changes on postwar supply and

demand for workers in these fields. Because of the pressing demand for information of this kind, the studies are being released as soon as completed. They will appear later in an over-all publication.

The bulletin on occupational therapy is a fine example of the series. A definition of an occupational therapist is given first, followed by a statement of prewar number and distribution of workers. Wartime changes are mentioned, together with a list of modifications made in the training program to increase the supply. That applicants for training should be young and vigorous is a statement justified by the nature of the work. The postwar outlook is pictured as one of undersupply and demand.

Prewar and wartime requirements are summarized in contrasting paragraphs. The approved occupations for occupational therapists are listed. Finally, there is a reading list on occupational therapy.

This is the type of guidance material particularly helpful because of its recognition of wartime changes in the occupation.

A Distributive Education Program for Variety Stores

C. A. Nolan, *Monograph 61*, Southern Publishing Company, Cincinnati, 1945, 36 pages, 50 cents.

This digest of a doctoral dissertation on the training of saleswomen and assistant managers in variety stores. There is included for each position, a report on the characteristics of the group studied, a duty list, and a training syllabus. This monograph is of great practical use to the teacher of distributive education.

Your High School Record—Does It Count?

Robert D. Falk, South Dakota Press, Vermillion, South Dakota, 1945, 128 pages, 8 1/2 x 11", spiral binding, \$2.25. Quantity discounts. Accompanying postcard with glassed frame, \$11.75.

Developing the right attitudes toward school, job, and having fun while doing it—both for teachers and pupils greet a program like this eagerly. The plan of developing attitudes toward school work that are for the pupil's best interests is carried forward through this compilation of letters from businessmen, paragraphs quoted from interviews, application blanks, rating sheets, and the author's comments. The humor is supplied through a series of cartoons, each one bearing a wholesome, all-sugar-coated, message.

Mr. Falk's book has been so successful that it is now publishing the fourth edition. The material in the 1945 edition are applicable to today's conditions with a foreshadowing of the occupational world of tomorrow.

A new feature of this guidance service is a set of cartoons, included in the book in miniature and provided separately in enlarged form for display.

Falk reports that commercial teachers have obtained good results by supervising the study of this book for one or two weeks, together with class discussions and reports. The same books can thus be used for several groups during the school year. In fact, it is suggested that from twelve to twenty-five books will serve an entire student body from seventh to the twelfth years, inclusive. The earlier editions of the book have been used in commercial, English, speech, vocations and occupation classes, personal problems courses, freshmen orientation, and homeroom programs. This is a book that it is difficult to put down after it has been opened. Its success in past years justifies the prediction that high-school pupils will use the new materials while they are developing the desired attitudes toward school and job.

Education for Installment Buying

Adrian Rondileau, *Contributions to Education*, No. 902. Bureau of Publications, Teachers College, Columbia University, New York, 1944, 70 pages, \$1.85.

to develop principles and techniques of education for installment buying, a thorough, objective analysis of consumer installment buying knowledge and practices was made by Dr. Rondileau. Installment buying has received both praise and criticism for its effect upon the welfare of consumers and business. Dr. Rondileau does not treat the subject as a controversial one, however, but as a legitimate topic for study. He assumes that the consumer has a right to know exactly how much he is paying, what he is paying for, and all other conditions incidental to the utilization of time-payment credit. He believes that we should know not only how we are teaching the consumers of America, but also, what kind of practices, principles, and methods we ought to be teaching them in the field of consumer economics.

The basic orientation of this book is stated as follows: (1) Consumer knowledge of installment buying is one important index of knowledge of the broader field of consumer interests; (2) the teaching of installment selling should be an integral part of a comprehensive program of consumer education.

Different types of installment selling are examined; wholesale installment selling, retailers' open accounts, cash loans, credit on purchases of homes and life insurance policies. Installment selling is discussed in relation to its place in a war economy; reasons for the limitations on terms for installment purchases are explained. There is also an excellent discussion of the economic effects of installment selling and its relation to standard of living and to the business cycle. The close tie between budgeting and installment buying is mentioned in the chapter in which the justification for the study is made. The educational importance of the subject is clearly expressed.

The author gives his reasons for selecting the community of Mt. Pleasant, Michigan, for the investigation of consumer knowledge about installment

buying. Residents of this community were visited by interviewers selected according to a sampling plan. The questionnaire used is reproduced in the book. Results are presented in detail.

A few of the highlights of the study are that slightly more than half of the persons interviewed were high school and college graduates and that approximately 30 per cent of them had taken courses in economics. Other data concern sex, age, occupation, number of installment purchases, and knowledge of installment buying.

Of the 539 persons interviewed, 360 use the installment plan, but only one person uses it for the purpose of "establishing credit." The majority of persons buying "on time" report that they do so because they had no "ready cash." It is interesting to note that two-thirds of the buyers report that they read the installment contracts. Those who buy on the installment plan are almost equally divided as to their views on the advisability of buying by this method. Their answers indicate uncertainty and confusion.

A large majority did not know of laws that regulate installment buying (the study was made before the Federal regulations of 1941). More than half of the installment buyers do not know the rate of interest they are paying on the unpaid balances. There is evidence of widespread failure to investigate other ways of obtaining credit.

In general, the answers to the interview schedule show a persistent lack of knowledge among many of the persons interviewed and a frequent failure to take steps to safeguard their legitimate consumer interests when buying on the installment plan.

A true-false test on installment buying, with four consumer mathematics problems has been constructed by Dr. Rondileau as one of the results of this study, and used to validate the responses to the interviews. It is reproduced in the book.

The final chapter is a presentation of the basic problems of teaching installment buying. The final statement is made that the author would give consumer education a central place in the general curriculum at every educational level. Definite recommendations relative to including installment buying in the curriculum are made.

This report brings to teachers of consumer education definite evidence of the need for teaching of installment buying; recommendations relative to the teaching of this subject; and an objective test based upon the research.

Commercial Supplementary Teaching Materials

A Discussion of Aids to Teaching as furnished by Business Institutions. Consumer Education Study of the National Association of Secondary-School Principals, 1944. 1201 Sixteenth Street, N. W., Washington, D. C. 24 pages. Single copy free.

This report, issued under the directorship of Thomas Briggs, offers criteria and suggestions for the selection and use of commercial materials.

Your Service Rights and Benefits

Personnel Department, Bristol-Myers Company, International Building, Rockefeller Center, New York. Limited supply, free.

Digest of many Federal laws and regulations covering the rights and benefits of service men and women. This was published recently for use by the men and women now in service who were formerly employed by Bristol-Myers, but it is also of interest to those in educational circles and other organizations.

Trends in Education— Industry Co-operation

New monthly publication issued by the National Industrial Information Committee of the National Association of Manufacturers, 14 West Forty-ninth Street, New York 20, New York. Copies will be mailed without charge to all interested educators.

One-Minute Shorthand Tests

(Continued from page 502)

ONE-MINUTE TESTS—CHAPTER XI

104 *standard words*: The patient was impatient to secure his release from the expensive hospital. The continual betterment of his physical condition, due to the ferocity of his tenacity for getting well and the excellence of his medical care, lead the authorities to unrestricted speculation as to the prospective day. They knew that drastic domestic hardship would result afterwards if they were too critical in their qualifications that must be met or too circumspect in construing what was meant. Therefore, they were inclined to be very lenient.

106 *standard words*: The agency shipped the emergency consignment of goods with the facility born of efficiency resulting from correct reflection. The war emergency placed the agency under terrific pressure, and the result for many competing firms was an upward swing in expenses. But the sagacity of the agency's most practical critic, Mr. A. B. Smith, saved it from such a calamity. The actual market price of its stock on the stock market is at a high, and prospective buyers believe this is due to the firm's high reputation for integrity.

108 *standard words*: Mr. C. D. Jones is assistant general manager for the Union Pacific Railroad and chairman of the local educational school board. Recently he pointed out how expensive domestic rate competition has become. As a result, the Union Pacific, together with the New York Central, the Michigan Central, and the Northern Pacific railroads, has agreed on joint consultation regarding rate policy formation. Mr. Jones' personality, sagacity, and reputation for honesty will be taxed to assure this forward step in railroad relations.

110 *standard words*: The Democratic and Republican Party are our main political parties. The press of the United States is noted for its reliability in reporting the news, but political position has arisen to some radical newspapers turing one party as a respectable one and endeavoring to spoil the other's reputation. Such press is an insult to the fundamental principles of freedom. If a majority or a minority wish to retain political freedom, they should telegraph their position to proper authorities.

ONE-MINUTE TESTS—CHAPTER XII

112 *standard words*: Mr. L. S. Adams, Baltimore, Maryland. Dear Mr. Adams: Your application for an automobile license has not met with approval. The bureau has investigated your qualifications and finds that you have been negligent in reporting the facts. The fact that you have been prosecuted by the state of New Jersey for a highway misdemeanor was not reported. Neither was the litigation now pending in civil court, arising from a recent accident you had. Your silence in these matters scarcely be looked upon favorably and is an insult to our intelligence. Respectfully yours,

114 *standard words*: Mr. R. S. Washington, Minneapolis, Minnesota. Dear Mr. Washington: Our sales manager of our Chicago office, Mr. H. B. Greenberg, is best qualified to assist you in preparing itineraries for your salesmen. His salesmen are serving Iowa, Indiana, Kansas, Illinois, Michigan, Minnesota, and Ohio; as well as the provinces of Manitoba, Saskatchewan, and Alberta in Canada. Their reports have made Mr. Greenberg thoroughly familiar with the possibilities of this territory. We will be happy to exchange his views with yours. Very truly yours,

116 *standard words*: The Pacific Corporation, New York, New York. Gentlemen: As the defense in this litigation, we find that we have been unavoidably delayed in preparing an answer to your, the prosecution's declaration. Inasmuch as the fault is not ours nor due to negligence on the part of the testimony of several witnesses cannot be obtained because of their illness, we are entitled to an extension of time. The information is indispensable to our case. We signify your approval of our request to the court. We feel we are entitled to it. Sincerely yours,

118 *standard words*: Mr. A. Milford, Johnstown, Ohio. Dear Mr. Milford: The sales manager of the wholesale company negotiated a large order with the manufacturer at Chicago, Illinois, for the production of novelty merchandise that has almost monopolized the market since the occupation of Europe. The substitutes have been tried and proved unsatisfactory. As this specific item is seasonal in nature, it is necessary partially to lessen the problem by building up reserves in the warehouses. There is disagreement among the officers as to the wisdom of this course, but all agree something must be done. Sincerely yours,

Shorthand Practice Material

THE GREGG WRITER



Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Navy Civilians Play a Part in the Battle for Tokyo

THAT TOKYO is nothing but a paper, tinderbox and that our bombing of it will end the Japanese war is an illusion held by many Americans.

General Arnold, Commanding General, United¹⁰ States Army Air Forces says, "Those persons who think that after the costly and time-consuming defeat of Germany, we can, by a simple order, drop our planes to China, bomb Tokyo, and bring Japan to her knees, do¹⁰ not yet understand the need for vast supply-lines, well-equipped bases, and great floating bases over six thousand miles of ocean built to fight under entirely¹⁰⁰ different conditions from those that prevail in Europe."

As we approach the Japanese homeland our supply lines will¹³⁰ be more extended while theirs will be greatly shortened and concentrated. The Navy has developed floating bases¹⁴⁰ to service and supply the greatest fleet the world has ever known, but to keep the repairs and supplies flowing¹⁰⁰ out to the great floating bases over six thousand miles of Pacific requires the service of thousands of¹⁰⁰ civilians on the homefront with hundreds of office workers in the Navy Department at Washington to perform²⁰⁰ the paper work necessary for such an enormous task.

Too, Tokyo is a far greater city than Berlin.²³⁰ New York and London are the only cities in the world larger than it is, with its seven million people housed in over a million buildings. It stretches over two hundred seventeen square miles. The center of the city,²⁰⁰ rebuilt after the 1923 earthquake, like a western metropolis, with great steel and concrete buildings, with broad streets built as a break against fires in the outlying flimsier districts. Tokyo rebuilt to withstand earthquake and fire. Many of her industrial and business sections have been constructed to²⁰⁰ withstand flames, shock, and concussion. True, her homes are not well built, but her people have been trained in fire fighting and her¹⁰⁰ homes can be more easily rebuilt. Her population will not remain bombed out for as long as were the peoples¹⁰⁰ of London and Berlin.

The industrial belt of Tokyo is stretched out over the eighteen miles between¹⁰⁰ Tokyo and Yokohama, a city with forty-five hundred factories of her own, with wharves capable of¹⁰⁰ accommodating scores of ten thousand-ton merchant ships at one time. So far as bombing is concerned, Yokohama,⁴³⁰ with eight hundred sixty-six thousand population, will have to be considered as part of Tokyo, and¹⁴⁰ the destruction of the industrial and military powers of these twin cities may require a long, tough campaign by air, with complete coöperation by the home-front in getting the supplies where they are needed when¹⁰⁰ they are needed. (483)

Plodders

THE late Justice Cardozo once said that he was an example of "plodding mediocrity." He said that he²⁰ was an ordinary person, and that such progress as he had made was the consequence of being on the job⁴⁰ every day.

This accounts for nearly all success. The best jobs and the largest fortunes are in the possession¹⁰⁰ of ordinary people. Nearly anyone who will knuckle down to hard work in one place can make a fair success¹⁰⁰ of his life.

The saddest failures are found in the ranks of men of more than ordinary ability who¹⁰⁰ shift jobs so often between the ages of twenty-five and forty that they have no firm hold on any job or¹³⁰ any business. By the time they are ready to settle down, they find that they can't dislodge the pluggers and the stickers.¹⁰⁰ They have to take marginal positions that exist only in time of general prosperity.¹⁰⁰ Necessarily, they are the last to be hired and the first to be laid off.

Too often young men are impatient. They get¹³⁰ discouraged because they don't double their pay in a year. They should take a longer view of their careers. (198)—"Bagology"

Air-Sea Rescue Team

From "Information Bulletin" issued by the Bureau of Naval Personnel

USING Navy and Coast Guard seaplanes, crash boats, and blimps, the Air-Sea Rescue Task Unit of the Navy's Western Sea²⁰ Frontier saved more than eighty lives in four months while maintaining a record of rescuing ninety-eight per cent⁴⁰ of the survivors of plane crashes off the United States West Coast.

Except in the case of occasional long¹⁰⁰-range flights, an average of thirty-four minutes elapses between a crash and the arrival of the rescue¹⁰⁰ craft, and it usually takes only another two minutes to haul the survivors aboard. The rescue record¹⁰⁰—ninety seconds—is held by a crash boat that just missed catching a pilot as he parachuted into the¹³⁰ sea.

Forty-knot, 63-foot crash boats make most of the pickups, while blimps and PBYS are used primarily¹⁴⁰ for searching. The task unit maintains daily patrols up to 100 miles at sea.

Similar air-sea rescue¹⁰⁰ units, manned by Coast Guardsmen, have been or are being established by other United States sea frontier commands.¹³⁰

Good Samaritan Fleet: The Army Air Forces has a navy, too—a fleet of small, speedy crash boats from twenty²⁰⁰-seven to one hundred four feet in

length that specialize in rescuing flyers forced down on the water.

Operated²²⁰ independently by the AAF, these rescue boats are based near Army air bases at home and abroad²²⁰ wherever a base is situated near a large body of water. It has been found that, for some mysterious²⁰⁰ reason, fledgling pilots invariably make forced landings on water if there is any in sight.

Prior²⁰⁰ to 1941 each air base set up its own rescue service, using whatever boats and²⁰⁰ personnel were available. Because personnel qualified to handle the crash boats were constantly being transferred,²⁰⁰ the Army Air Forces decided to establish the Emergency Rescue Service.

The AAF now²⁰⁰ has its own boat school, at Gulfport, Mississippi, whence trained rescue personnel are sent to the combat theaters.²⁰⁰ Every man entering the school, commissioned or enlisted, is given the basic twelve-week individual²⁰⁰ and six-week unit training course. At the end of twelve weeks the specialists are organized into crews of²⁰⁰ approximately thirteen men. Here the future mates, engineers, oilers, deck hands, radio operators, and boatswain's²⁰⁰ mates begin to learn their assignments.

Officers chuckle about the first cruise made in the Gulf of Mexico²⁰⁰ by a crew just out of the school. One night, while about 200 miles out in the Gulf, a mysterious light which²⁰⁰ blinked off and on was sighted. While the ship slowly circled the light at a safe distance, the skipper got out his textbook²⁰⁰ and tried to figure out what to do next. Crewmen were certain it was either a U-boat or the Scharnhorst, and²⁰⁰ in either case they wanted to open up with their 50-caliber machine guns.

On board was a very²⁰⁰ unpopular lieutenant. He was as mystified as the crew about the blinking light. Suddenly this lieutenant²⁰⁰ saw a wake heading straight for the ship. Shouting, "Torpedo, torpedo," he dived head first down the hatch. The torpedo²⁰⁰ proved to be a porpoise, which approached the ship, then gracefully dived under the hull. What the light was no one ever²⁰⁰ discovered, but thereafter the cry of "torpedo" went up whenever the lieutenant approached. He soon asked for²⁰⁰ a transfer.

There are many different types of Army crash boats, including the swamp glider, designed for use in²⁰⁰ marshy areas. This glider has a special airplane propeller which enables her to skid safely over²⁰⁰ the top of marshes. The eighty-five- and one hundred four-foot boats are intended for sea-going rescue work, the²⁰⁰ smaller ones for inland lakes and waterways. The 85-footer is about the size of the Navy PT²⁰⁰ boat and has a speed of forty to forty-two miles an hour. It is powered with two Packard and two Chrysler cruising²⁰⁰ motors. In appearance it resembles the Navy's 63-foot crash boat.

Latest addition to the²⁰⁰ Emergency Rescue Service's fleet is the air-borne life boat. This is a 27-foot boat, equipped with two²⁰⁰ 5-HP engines, which can be dropped from the air by a B-17 or B-29. The boat is hooked²⁰⁰ to the bomb shackles and can be released like a bomb. It floats down gently, supported by three 48-foot²⁰⁰ parachutes.

These life boats are completely equipped with emergency food, medical supplies, etc., and even²⁰⁰ have sails. One already has been sailed across the Gulf of Mexico. Large enough to accommodate an entire²⁰⁰ bomber crew, the boats have a cruising radius of from 400 to 500 miles.

On board an 85-²⁰⁰foot crash boat are comfortable quarters for the crew of thirteen, a galley equipped

with an electric stove²⁰⁰ and refrigerator, a bay staffed by a medical technician. Ship-to-ship, and ship-to-plane²⁰⁰ communication equipment keeps it in constant touch with the searching aircraft, and other rescue craft.

Each²⁰⁰ member of the crew has a job to perform when a rescue is made. The vessel proceeds to the scene at full speed²⁰⁰ and maneuvers into position. The crew is on the alert at rescue stations and, in hostile waters, the²⁰⁰ gunners stand at battle stations. Rescue nets, rubber suits, crash asbestos suits, fire-fighting equipment, and a²⁰⁰ dinghy with an outboard motor are available for use. The injured are moved in special-type litters to²⁰⁰ the dispensary, where the surgical technicians give first aid.

In addition to playing the rôle of Good²⁰⁰ Samaritan to pilots in distress, these are fighting ships too. They carry enough armament to protect themselves²⁰⁰ against attack from aircraft, and they pack a punch for use under certain other conditions in combat²⁰⁰ areas.

Newspapers carried a story about a 40-foot Army crash boat that ventured far out into²⁰⁰ the choppy South Atlantic and rescued the entire 71-man crew of a torpedoed American²⁰⁰ merchant ship after she had been adrift from nine to ten days.

The crew of six volunteered for the mission after²⁰⁰ an Army pilot had spotted one of the four life boats. After nearly two days of searching, the crash boat pulled²⁰⁰ alongside the first life boat and took nineteen survivors aboard. Seventy miles away she found two more life boats²⁰⁰ and took them in tow. After taking these survivors back to base, she returned to the scene the next day and picked up²⁰⁰ the last boat of survivors. (1165)

Improving the Chances of Being Saved

From "Monsanto Magazine"

IT SEEMS PECULIAR, doesn't it, that the obvious is sometimes difficult to see? For more than a generation²⁰ life boats and rafts—and thousands have been made for generations—were equipped with little more than a keg of water²⁰ and a box of bandage. Perhaps because few returned from a shipwreck, and those that did had few ideas, the²⁰ obvious was overlooked. But keeping afloat for days takes more than a naked raft, a dry crumb, and a sip.²⁰

Endangered warships, freighters, submarines on the waters and the new armadas of the skies crossing and fighting the²⁰ Seven Seas, have made many people think of needs of living on a raft. Today, life necessities have been increased.²⁰

It was an ex-governor of Pennsylvania and sportsman who is said to have first agitated for²⁰ fishing tackle and developed a simple way to squeeze drinking water from fish. Here are the directions packed with²⁰ every fishing set:

"If you can catch fish, you will not die of hunger or thirst. The flesh of fish caught in the open sea is good to eat, cooked or raw. It is healthy and nourishing.

"If and when you have caught more fish than you can²⁰ eat, squeeze out or chew out the juice of the flesh and drink it. Fish juice tastes like the juice of raw oysters or clams.

"To squeeze²⁰ it out, take a piece of the flesh without bones or skin. Cut it up fine. Wrap it

some kind of cloth, leaving long ends, and²⁴⁰ let two men twist the ends hard. The juice will drip out. To chew it out, put a small piece of fish in your mouth. Chew it small.²⁵⁰ Suck out the juice and swallow it, then spit out what is left."

However, through the combined efforts of industry and²⁵⁰ the Army Air Service's Life Raft Unit, the greatest advancement of sea-saving equipment has been made. The³⁰⁰ pint-size packet may not make a summer cruise out of a shipwreck or an emergency landing, but it cannot²⁵⁰ help but save many lives.

Rubber rafts, one-man, medium, and large, have been standardized and are now more efficient.²⁴⁰ The Air Corps has a one-man raft stowed in the parachute pack; the two larger models are carried in the plane. The³⁰⁰ medium raft floats 1,000 pounds. The large one will carry up to twenty-five hundred pounds. All are inflated³⁰⁰ by attached flasks of carbon-dioxide gas which inflate the rafts in about thirty seconds. Need we be obvious⁴⁰⁰ and mention that rubber chemicals and the chemical compound, carbon dioxide, are here on the job?

Then⁴⁰⁰ there are the oars, sail, compass, and sea anchor, the pyrotechnics pistol, flares, waterproof flashlight, harpoon, and seine.⁴⁴⁰ Together with all these, which when listed look as if they alone would sink a raft, there are First Aid kits, concentrated⁴⁰⁰ rations, canned water, and vitamin pills.

Those who come back after a ride on a raft may say it is because⁴⁰⁰ the obvious needs have been seen and provided. (489)

Letters on the Short Vocabulary

By A. E. KLEIN

Dear Senator:

Recently I read an abstract from a speech that appeared in the *Congressional Record* which²⁰ emphasized that shortly after the inaugural the present Democratic Congress would discuss a practical¹⁰⁰ amendment to the Constitution that will entitle members of the House of Representatives to vote on⁶⁰ the ratification of treaties. I am an attorney representing the *American Merchants Society*³⁰ and in that capacity I investigated the arguments for and against this legislation.¹⁰⁰ On the basis of my investigation, the Society has concluded that the enactment of this¹²⁰ legislation is distinctly desirable. Inasmuch as you are one of our senators from New York, the¹⁴⁰ Society hopes that you will give this legislation your sympathetic consideration and that you will vote¹⁶⁰ for its passage when the legislature takes up the matter.

Very truly yours, (174)

Dear Sir:

The *American Institute of Architects* has been in existence for over 50 years. Its²⁰ distinguished faculty members are authoritative names conspicuous on the rosters of every⁴⁰ architectural society of note from the Atlantic to the Pacific. The significance and novelty⁶⁰ of the work of its graduates have been universally acclaimed. The enclosed testimonials from some of⁸⁰ them tell you more about the distinct benefits to be derived from the Institute than anything we might say.¹⁰⁰

Our course of instruction emphasizes the practical side of the architect's work. The pupil puts into practice¹²⁰ from the very beginning of the course the comparatively few indispensable principles he learns¹⁴⁰ under the guidance and sympathy of quali-

fied architects who are on hand at all times to assist him. The¹⁰⁰ significance of this practical approach lies in the fact that the graduate of our Institute is able¹⁶⁰ to succeed in avoiding the pitfalls of most beginners when they are confronted with a practical situation²⁰⁰ for the first time, because he has become familiar with a wide variety of specific problems.²²⁰

Drop in to see us at any time to discuss your plans.

Yours very truly, (234)

Dear Mr. Jones:

If your orders are not arriving as punctually as usual, it is not due to any²⁰ neglect on our part. It is because our innumerable war orders must be given preference.

It has⁴⁰ always been our practice to deliver parcels punctually. But today, inasmuch as raw materials⁶⁰ are scarce and substitutes for many parts must be manufactured by other corporations, it is impossible⁸⁰ for us to fill our wholesale orders in our customary punctual manner. In addition, as is only¹⁰⁰ right, the large variety of goods needed by our boys across the Atlantic and Pacific Oceans gets¹²⁰ priority in loading freight. The remainder of the space is used for delivery of consumer goods to¹⁴⁰ the civilian populations.

We know you are disappointed when your goods do not arrive on the designated¹⁰⁰ day, and you have our sympathy. However, if a slight disturbance in the routine of every American¹²⁰ citizen will hurry this dreadful conflict to a swift conclusion and bring glorious victory to¹⁴⁰ the Allies, then we say, "Let us have the disturbance." No sacrifice that will lessen loss of life and bring peace to¹⁶⁰ society is too great for any American to make.

We know you agree.

Very sincerely yours, (239)

Dear Mr. Burns:

With the verdict of the jury in favor of our corporation, I am convinced that the new²⁰ attorney we hired in the case in which we were the plaintiff and the *Atlantic Messenger Corporation* was⁴⁰ the defendant is an indispensable man. His handling of the defendant's witnesses and his pointing up⁶⁰ of the obvious and not so obvious weaknesses in their testimony attracted my attention⁸⁰ immediately.

This attorney's energy, independence, and novel approach to the problems confronting him¹⁰⁰ bode well for any subsequent litigation in which the *American Manufacturing Corporation*¹²⁰ may find itself unavoidably involved.

Yours truly, (130)

Dear Mr. Janis:

My secretary has arranged accommodations for me at the Congress Hotel for the²⁰ week of May 21. If you and your associates will drop around during that time I shall be happy to⁴⁰ discuss the Atlantic and Pacific Manufacturing Corporation's plans to construct a large warehouse in⁶⁰ your city.

Our lawyers are now concluding the necessary legal processes and our architects will soon⁸⁰ receive the go-ahead signal. The warehouse will occupy the property on Dearborn and Main Streets that is now¹⁰⁰ a parking lot.

There are many significant points to our plans that we can discuss with your associates.¹²⁰

Sincerely yours, (122)

The Lady, or the Tiger?

By FRANK R. STOCKTON

(Copyright, 1884, 1886, by Charles Scribner's Sons)

IN THE VERY OLDEN TIME, there lived a semibarbaric king, whose ideas, though somewhat polished and sharpened²⁰ by the progressiveness of distant Latin neighbors, were still large, florid, and untrammelled, as became the half of⁴⁰ him which was barbaric. He was a man of exuberant fancy, and, withal, of an authority so⁶⁰ irresistible that, at his will, he turned his varied fancies into facts. He was greatly given to self-communing⁸⁰; and, when he and himself agreed upon anything, the thing was done. When every member of his domestic¹⁰⁰ and political systems moved smoothly in its appointed course, his nature was bland and genial; but¹²⁰ whenever there was a little hitch, and some of his orbs got out of their orbits, he was blander and more genial¹⁴⁰ still, for nothing pleased him so much as to make the crooked straight, and crush down uneven places.

Among the borrowed¹⁶⁰ notions by which his barbarism had become semified was that of the public arena, in which, by¹⁸⁰ exhibitions of manly and beastly valor, the minds of his subjects were refined and cultured.

But even here the²⁰⁰ exuberant and barbaric fancy asserted itself. The arena of the king was built, not to give the²²⁰ people an opportunity of hearing the rhapsodies of dying gladiators, nor to enable them²⁴⁰ to view the inevitable conclusion of a conflict between religious opinions and hungry jaws, but²⁶⁰ for purposes far better adapted to widen and develop the mental energies of the people. This²⁸⁰ vast amphitheatre, with its encircling galleries, its mysterious vaults, and its unseen passages, was³⁰⁰ an agent of poetic justice, in which crime was punished, or virtue rewarded, by the decrees of an³²⁰ impartial and incorruptible chance.

When a subject was accused of a crime of sufficient importance to³⁴⁰ interest the king, public notice was given that on an appointed day the fate of the accused person would be³⁶⁰ decided in the king's arena—a structure which well deserved its name; for, although its form and plan were borrowed³⁸⁰ from afar, its purpose emanated solely from the brain of this man, who, every barleycorn a king, knew⁴⁰⁰ no tradition to which he owed more allegiance than pleased his fancy, and who ingrafted on every adopted⁴²⁰ form of human thought and action the rich growth of his barbaric idealism.

When all the people had⁴⁴⁰ assembled in the galleries, and the king, surrounded by his court, sat high up on his throne of royal state on⁴⁶⁰ one side of the arena, he gave a signal, a door beneath him opened, and the accused subject stepped out into⁴⁸⁰ the amphitheatre. Directly opposite him, on the other side of the enclosed space, were two doors,⁵⁰⁰ exactly alike and side by side. It was the duty and the privilege of the person on trial, to walk⁵²⁰ directly to these doors and open one of them. He could open either door he pleased; he was subject to no guidance⁵⁴⁰ or influence but that of the aforementioned impartial and incorruptible chance. If he opened the one,⁵⁶⁰ there came out of it a hungry tiger, the fiercest and most cruel that could be procured, which immediately⁵⁸⁰ sprang upon him, and tore him to pieces, as a punishment for his guilt. The moment that the case of the criminal⁶⁰⁰ was thus decided, doleful iron bells were clanged, great wails went up from

the hired mourners posted on the outer⁶²⁰ rim of the arena, and the vast audience, with bowed heads and downcast hearts, wended slowly their homeward way, mourning⁶⁴⁰ greatly that one so young and fair, or so old and respected, should have merited so dire a fate.

But, if the⁶⁶⁰ accused person opened the other door, there came forth from it a lady, the most suitable to his years and station⁶⁸⁰ that his majesty could select among his fair subjects; and to this lady he was immediately married,⁷⁰⁰ as a reward of his innocence. The exercises, as in the other instance, took place immediately,⁷²⁰ and in the arena. Another door opened beneath the king, and a priest, followed by a band of choristers,⁷⁴⁰ and dancing maidens blowing joyous airs on golden horns and treading an epithalamic measure, advanced⁷⁶⁰ to where the pair stood, side by side; and the wedding was promptly and cheerily solemnized. Then the gay brass bells rang⁷⁸⁰ forth their merry peals, the people shouted glad hurrahs, and the innocent man, preceded by children strewing flowers⁸⁰⁰ on his path, led his bride to his home.

This was the king's semibarbaric method of administering justice.⁸²⁰ Its perfect fairness is obvious. The criminal could not know out of which door would come the lady: he opened⁸⁴⁰ either he pleased, without having the slightest idea whether, in the next instant, he was to be devoured⁸⁶⁰ or married. On some occasions the tiger came out of one door, and on some out of the other. The decisions⁸⁸⁰ of this tribunal were not only fair, they were positively determinate: the accused person was instantly⁹⁰⁰ punished if he found himself guilty; and, if innocent, he was rewarded on the spot, whether he liked it⁹²⁰ or not. There was no escape from the judgments of the king's arena.

The institution was a very popular⁹⁴⁰ one. When the people gathered together on one of the great trial days, they never knew whether they were to⁹⁶⁰ witness a bloody slaughter or an hilarious wedding. This element of uncertainty lent an interest⁹⁸⁰ to the occasion which it could not otherwise have attained. Thus, the masses were entertained and pleased, and the¹⁰⁰⁰ thinking part of the community could bring no charge of unfairness against this plan; for did not the accused person have the whole matter in his own hands?

This semibarbaric king had a daughter as blooming as his most florid¹⁰⁶⁰ fancies, and with a soul as fervent and imperious as his own.

As is usual in such cases, she¹⁰⁸⁰ was the apple of his eye, and was loved by him above all humanity. Among his courtiers was a young¹¹⁰⁰ man of that fineness of blood and lowness of station common to the conventional heroes of romance who love¹¹²⁰ royal maidens. This royal maiden was well satisfied with her lover, for he was handsome and brave to a degree¹¹⁴⁰ unsurpassed in all this kingdom; and she loved him with an ardor that had enough of barbarism in it¹¹⁶⁰ to make it exceedingly warm and strong. This love affair moved on happily for many months, until one day the¹¹⁸⁰ king happened to discover its existence. He did not hesitate nor waver in regard to his duty in¹²⁰⁰ the premises. The youth was immediately cast into prison, and a day appointed for his trial in¹²²⁰ the king's arena. This, of course, was an especially important occasion; and his majesty, as well as¹²⁴⁰ all the people, was greatly interested in the workings and development of this trial. Never before¹²⁶⁰ had such a case occurred; never before had a subject dared to love the daughter of a king. In after-years such¹²⁸⁰ things became commonplace enough;

but then they were, in no slight degree, novel and startling.

The tiger-cages of¹²⁵⁰ the kingdom were searched for the most savage and relentless beasts, from which the fiercest monster might be selected for¹³⁰⁰ the arena; and the ranks of maiden youth and beauty throughout the land were carefully surveyed by competent¹³²⁰ judges, in order that the young man might have a fitting bride in case fate did not determine for him a different¹³⁴⁰ destiny. Of course, everybody knew that the deed with which the accused was charged had been done. He had loved¹³⁸⁰ the princess, and neither he, she, nor anyone else thought of denying the fact; but the king would not think of¹³⁸⁰ allowing any fact of this kind to interfere with the workings of the tribunal, in which he took such great delight¹⁴⁰⁰ and satisfaction. No matter how the affair turned out, the youth would be disposed of; and the king would take an¹⁴²⁰ aesthetic pleasure in watching the course of events, which would determine whether or not the young man had done wrong¹⁴⁴⁰ in allowing himself to love the princess.

The appointed day arrived. From far and near the people gathered, and¹⁴⁶⁰ thronged the great galleries of the arena; and crowds, unable to gain admittance, massed themselves against its outside¹⁴⁸⁰ walls. The king and his court were in their places, opposite the twin doors—those fateful portals, so terrible in¹⁵⁰⁰ their similarity.

All was ready. The signal was given. A door beneath the royal party opened, and¹⁵²⁰ the lover of the princess walked into the arena. (1530)

(To be concluded next month)

There's Always a Way

WHEN you're in trouble, do something—even if it may be wrong.

If you can't go under, go over; if you can't go²⁰ through, go around.

If you can't go right, go left; if you can't get an angle, take two plates and make it.

If you haven't⁴⁰ got the right material, go get it.

If you can't find it, make substitutions; if you can't substitute, improvise;⁶⁰ if you can't improvise, make an innovation; but above all, get the job done!

—Henry Kaiser's Creed (79)

His Job Is Done—Ours Isn't

From "Wayne-Bendix Standard"
in "The Greek Letter"

YES, his job is done.

Any hopes he may have had to enjoy the better world he was helping to make were blasted²⁰ by the deadly fire of an enemy machine gun. Somewhere, in America or New Zealand, his family,⁴⁰ in one brief moment, learned the awful price of war. Somewhere that family is buckling down amid its grief to the⁶⁰ job of working harder to win the war so that others may be spared the sorrow that was theirs.

It doesn't matter⁸⁰ much whether that boy was yours or ours, whether he was an American or a New Zealander. In terms of war¹⁰⁰ he is a symbol of every mother's son, of every decent person's stake in the violence now raging¹²⁰ across the earth. He is the symbol of the supreme sacrifice, by which all other sacrifice shrinks into¹⁴⁰ nothingness.

He is the force behind us in our daily work. He is the unseen and unknown name on every¹⁶⁰ War Bond we buy. There are only three ways to win this war: By fighting, by working, by paying. How soon we win is¹⁸⁰ the issue now. Whether we win this summer or next autumn or next winter is up to us just as much as it²⁰⁰ is up to our fighting men.

Every minute saved in this war saves lives. Every dollar invested in War²⁴⁰ Bonds brings the happy ending nearer.

Between now and victory many flag-draped boxes will be lowered into²⁶⁰ strange soil or foreign waters. Let us, by buying War Bonds to the absolute limit of our ability, rest²⁸⁰ secure in the knowledge that we have done our part in helping bring another boy home safe—sooner.

But let's not wave³⁰⁰ the flag and call ourselves patriotic just because we have a nest-egg of the world's best securities put aside.³²⁰ What's patriotic about getting back one-third more than we invest? (333)

Actual Business Letters

Industrial Mail

Mr. Harry Clayton
Clinton Lumber Company
Clinton, South Dakota

Dear Mr. Clayton:

We have an order²⁰ booked for half a car of cement to be shipped as soon as possible to a station which is on a direct⁴⁰ route with your town. We are trying to accommodate dealers wherever possible in supplying them with half⁶⁰-car shipments as some dealers do not wish to put in a full carload at this time of the year.

If you can use the⁸⁰ other half car, it will be an accommodation to this dealer and your assistance will be appreciated.¹⁰⁰

Of course, if you would prefer to have a full carload, your order for that amount will be welcome.

Shipping¹²⁰ instructions may be phoned or wired to us at our expense.

Very sincerely yours, (134)

Mr. Edward Wallace
898 Royal Avenue
Newton, Massachusetts

Dear Mr. Wallace:²⁰

It is a pleasure to number you among our other satisfied Dart polishing machine users. With this letter⁴⁰ you will find Certificate of Guarantee covering your machine, together with a price list of accessories.⁶⁰

If your requirements of wax, brushes, and accessories cannot be taken care of through your local dealer,⁸⁰ we shall be pleased to fill your orders from this office.

Possibly, Mr. Wallace, there are some questions you would¹⁰⁰ like to ask about your Dart, or the care and maintenance of floors. Your inquiry forwarded to this office will¹²⁰ receive prompt response.

We are glad that you are greatly pleased with your investment, and we hope to have the pleasure of¹⁴⁰ serving you again. Criticisms of past performances, and suggestions that would show us how to render better¹⁶⁰ service in the future, are always appreciated.

Cordially yours, (174)

Mr. Arthur Tyler
10 Woodruff Avenue
Fort Wayne, Indiana

Dear Mr. Tyler:

Thank you for your request²⁰ for a copy of our forthcoming brochure, "Photography for the Amateur." The brochure will be sent to⁴⁰ you as soon as it is off the press.

Meanwhile we are sending you a copy of a pamphlet recently produced⁶⁰ by Rodgers, which we believe may be of interest to you, entitled "Photographic Information."

Respectfully⁸⁰ yours, (82)

By Wits and Wags

TOURIST (to Indian in heart of Reservation): White man glad to see red man. White man hope big chief feel tip-top²⁰ this morning.

Indian (calling): Hey, Jake, come here and listen to this fellow. He's great. (35)

. . .

THE OLD-FASHIONED FELLOW who never thought anything of walking eighteen or twenty miles in an afternoon has²⁰ a grandson who never thought of it either. (28)

. . .

SAYS A POSTCARD from a truth-telling vacationist at an expensive mountain resort: "Having a wonderful³⁰ time; wish I could afford it." (25)

. . .

AUNTIE: Tommy, won't you have another piece of this shortcake?

Tommy: No, I thank you.

Auntie: You seem to be²⁰ suffering from loss of appetite.

Tommy: It ain't loss of appetite. What I'm suffering from is politeness. (39)

. . .

A MAN on trial for his life was being examined by a group of alienists. Suddenly one doctor²⁰ shouted at him: "Quick! How many feet has a centipede?"

The man came back in a dry voice: "Gosh! Is that all you got⁴⁰ to worry about?" (44)

. . .

"YOUR STUDIES are suffering, son. Wouldn't you like a coach?"

"No, Dad, a roadster will do." (15)

. . .

CARL: That horse knows as much as I do.

Henry: Well, don't tell anybody. You might want to sell him some day. (19)

Transcription Speed Practice

Gentlemen:

Financing post-war reconversion will give many concerns considerable difficulty.

We²⁰ offer a simple plan which will relieve you of this problem immediately. Many successful com-

panies⁴⁰ used it to splendid advantage to bridge over pre-war stringencies. It enabled them to maintain their credit⁶⁰ by meeting their obligations promptly, to take advantage of prevailing commodity prices, and to extend⁸⁰ the credit terms necessary in order to increase volume.

If sufficient cash to operate your business¹⁰⁰ comfortably is not available, we will supply it by taking over your accounts receivable¹²⁰—without notifying your customers—at a cost which will not exceed the discount you would be willing to allow¹⁴⁰ them if they would pay you immediately on delivery.

One of our officials would appreciate¹⁶⁰ the opportunity of discussing the matter with you at any convenient time, without obligation¹⁸⁰ on your part. Possibly we can be as constructively helpful to you as we have been to many other²⁰⁰ outstanding enterprises. Why not drop us a line now?

Yours very truly, (213)

Dear Mr. Roberts:

I have made a complete checkup of the two furniture orders about which you inquired in²⁰ your letter of April 25, and I am glad to say that we feel sure we shall be able to get all the⁴⁰ items to you not later than June 1.

The bedroom suite is now in the final stage of finishing and is⁶⁰ virtually ready for shipping. A special effort will be made to ship it and the special living-room set in⁸⁰ a few days.

The walnut-finish desk is scheduled to be completed May 4; but, figuring the general delay¹⁰⁰ we are experiencing, I doubt very much whether it will be ready for shipment before the end of¹²⁰ the month.

I feel sure that you thoroughly understand the unusual conditions we have had to contend with.¹⁴⁰ We have had our plans upset again and again, but we are glad to say that conditions are improving every¹⁶⁰ day.

I might add that I have instructed the factory to put forth every effort to complete your other¹⁸⁰ orders and can assure you that, if there is any possible chance of advancing the shipping dates, it will²⁰⁰ be done.

Sincerely yours, (204)

Be a Good Soldier

(May O. G. A. Membership Test)

A FIRST MANDATE in the business office is to obey orders promptly and graciously. Do not argue, dilly²⁰-dally, or otherwise handicap the person for whom you work. Perform the task that is assigned to you carefully⁴⁰ but with dispatch, and do not be afraid to ask for more work when that is finished. The more you learn how to do,⁶⁰ the greater will be your power and your efficiency, and the big job comes to those that are proficient enough⁸⁰ to handle it.

It is possible that you may sometimes find certain of your co-workers who will take advantage¹⁰⁰ of your good nature. So be it. While those lads and lasses are growing weak you are becoming strong, and only the¹²⁰ strong man is given the responsibility of a full load. It is the courageous who assume responsibility.¹⁴⁰ The ability to do a task well determines the value of a man in business. (158)